



Buddhist Sin Tak College

佛教善德英文中學

Annual School Report

學校報告

2019-2020



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I. OUR SCHOOL 我們的學校

a. School Mission

1. To instil Buddhist values and create a caring and supportive community for learning.
2. To provide students with extensive development opportunities that help them excel and make them citizens of integrity and capable leaders of tomorrow.

辦學理念：

1. 以佛化教育營造關愛及相互支持的學習團體。
2. 為學生提供足夠學習經驗，讓他們全面發展，追求卓越，成為具誠信、能力的未來領袖，並能承擔不同責任，回饋社會。

b. School Background

- Our school was founded in 1973 with the generous donation of Dr. Ho Sin-Hang and Madam Ho Sin-Hang.
- We are a government-subsidized secondary school sponsored by the Hong Kong Buddhist Association.
- We commit ourselves to instilling Buddhist values in youngsters.
- We are an aided secondary school in Hong Kong using English as the medium of instruction (EMI).

創校緣起：

- 本校由何善衡博士伉儷於 1973 年慷慨捐贈善款成立。
- 本校為政府資助津貼中學，辦學團體為香港佛教聯合會。
- 我們承諾會以佛教慈悲的價值觀培育學生。
- 本校為其中一間獲准以英語作為授課語言的資助英文中學。

c. S.1 Admission

Our students mainly come from Kwai Chung and Tsing Yi, and some are from Tsuen Wan and Islands districts. The S.1 students in the year 2019-2020 come from 35 primary schools, of which 85.4% are in Kwai Chung and Tsing Yi districts, 3.1% in Tsuen Wan district, 6.9% in Islands district and 4.6% in other districts.

學生來源

我們的學生主要來自葵涌及青衣區，部份來自荃灣及離島區。2019-2020 學年，本校中一學生來自 35 間小學，85.4% 來自葵青區，3.1% 來自荃灣，6.9% 來自離島，4.6% 來自其他地區。

d. Class Structure and Enrolment**班級結構及學生人數**

Level 級別	S.1	S.2	S.3	S.4	S.5	S.6	Total 總數
No. of Classes 班級數目	4	4	4	5	5	4	26
No. of Boys 男生數目	71	71	55	57	69	45	368
No. of Girls 女生數目	61	59	73	69	53	76	391
Total Enrolment 總學生人數	132	130	128	126	122	121	759

e. Qualifications of Teachers

There are 56 teachers in our school, including the Principal. Their qualifications are shown below:

- 58.9% of them hold a Master's degree
- 98% of them possess a Bachelor's degree

All teachers in the establishment have received professional training. All the 12 English teachers have already attained the English Proficiency Requirement for English teachers and our 3 Putonghua teachers have also passed the Putonghua Proficiency Test for Putonghua teachers.

教師資歷

全校連校長在內共有 56 位教師，其中 58.9% 持碩士學位，98% 持學士學位。全部常額教師均已接受教學專業訓練。12 位英文教師全數已達語文基準要求，3 位普通話教師亦已通過普通話語文測試。

f. Experience of Teachers**教師經驗**

Teaching Experience 教學年資	Number of Teachers 教師數目
0-4 years (年)	9
5-9 years (年)	6
10 years or above (年或以上)	41

g. School Management and Organization

學校行政與組織

Permanent Honorary Supervisor: Rev. Sik Kok Kwong

Supervisor: Rev. Sik Ku Tay

Members of the Incorporated School Management Committee:

☯ Rev. Sik Faren	☯ Rev. Sik Guo Ngai	☯ Rev. Sik To Ping
☯ Dr. Cheng Fat Ting	☯ Mr. Cheung Ngai Ping	☯ Ms. Ho Hing Lan
☯ Ms. Ho Mai Jong	☯ Mr. Ho Moon Tim	☯ Mr. Lai Sze Nuen
☯ Ms. Lam Hiu Lui	☯ Ms. Lee Wai Ching	☯ Ms. Lu Ying Qing
☯ Mr. Tse Tsz Chiu	☯ Ms. Wan Kor Wo	

- Three Incorporated Management Committee meetings and ten staff meetings were held.
- One vice-principal took care of staff promotion, community relation, teaching and learning and policies to cater for learners' diversity. Another vice-principal coordinated careers activities, moral and civic education, religious activities and extra-curricular activities to enhance the all-round development of students. Besides, she was also responsible for staff appraisal, information systems management and students' guidance. There were four Assistant Principals who helped with policy making.

永遠榮譽校監：釋覺光法師

校監：釋果德法師

法團校董會成員：

☯ 釋果毅法師	☯ 何慶蘭醫生	☯ 溫果和居士
☯ 釋法忍法師	☯ 呂映青女士	☯ 鄭發丁博士
☯ 釋道平法師	☯ 李惠貞老師	☯ 黎時煖居士
☯ 何美莊居士	☯ 林曉蕾老師	☯ 謝子朝先生
☯ 何滿添校長	☯ 張毅平居士	

- 法團校董會本年度召開了三次會議，另外全年召開了十次全體教師會議。
- 一位副校長負責教師升職、社區關係、教務工作及照顧學生學習差異，另一位副校長負責協調升學及職業輔導、德育及公民教育、宗教活動、課外活動工作以促進學生全人發展，她亦負責教師考績、資訊系統管理及學生輔導工作。另外，四位助理校長協助制定學校政策。

II. ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS 重點關注事項的成就及反思

Major Concern 1: Enhancing junior form students' motivation towards learning and pursuing achievement/success.

重點關注事項(一)：加強初中學生的學習動機及追求卓越的動力。

Targets / Aims (1) 目標 (一)	Success Criteria 成功指標	Evaluation Methods 評估方法
<p>Formal Curriculum 常規課程</p> <p>Through lesson study, teachers could identify students' potential problems in learning before lessons. With appropriate approaches to address these problems, students will be less likely to lose motivation to learn due to these problems.</p> <p>利用課堂研究，老師可預早識別學生有機會遇到的學習問題，制定合適的教學策略，減低學生因遇上困難而失去學習動力的機會。</p>	<p>a. Every subject could carry out a lesson study in a junior form (or senior form in case there are no junior form classes). 每個學科於初中級別進行一次課堂研究(如該科沒有初中課堂，以高中課堂代替)。</p> <p>b. Teachers could evaluate the teaching and learning effectiveness through lesson researches for continuous improvement and enhancing the quality of teaching. 老師利用課堂研究評估學與教效能，持續改善及提高教學質素。</p> <p>c. Lesson study could enhance students' motivation to learn and the learning and teaching effectiveness. 課堂研究有助提升學生的學習動機及學與教效能。</p>	<p>Scrutinize 審視：</p> <p>i. Lesson co-planning meeting records 課堂計劃小組會議之會議紀錄</p> <p>ii. Minutes of panel meetings 科主任會議紀錄</p> <p>iii. Assignments 功課</p> <p>iv. Lesson study reports 課堂研究報告</p> <p>v. Lesson observation 觀課</p> <p>vi. Presentations of the lesson study 課堂研究匯報</p> <p>vii. Questionnaire / focus group meetings 問卷 / 焦點小組會議</p>
Review 檢討		
<p>a. 中文科</p> <p>中文科選擇以寫作作為課研範疇，並以「立意與選材」為題，針對同學寫作時缺乏立意以致選材不當的問題，於中三級開展課研計劃。是次課研共召開了兩次的會議：第一次會議(11月7日)為工作籌備會議，會上參與老師選定教材，並編為教冊，派發予全級同學。第二次會議(2月27日)為檢討會議，就整個課研內容重新檢視不足之處，優化計劃以備於2021-2022年繼續推行。整體而言，課研按進度完成，從同學回應中亦可見教學具針對性，對於同學寫作方面，尤其如何立意及選材均有一定幫助。是次課研的核心為指導同學如何透過選材深化文章的立意，選此課題原因在於老師有感同學寫作時認為《一件小事》續寫及與原著比讀評賞。最後同學須從課堂學習中重新整理寫作練習。</p> <p>一、報告課研進程</p> <p>i. 課研前期工作已於11月尾完成。課研內容亦已印製成教冊供全級同學使用(參課研教冊)。</p> <p>ii. 課堂上老師先通過《以畫為喻》讓學生認識實用性和藝術性文章為主，讓同學明白藝術性文章須掌握立意與選材的關係。然後以兩種牽牛花、《美好的一天》讓學生分辨實用性和藝術性文章，透過練習提升文章立意。再加以《難忘的一個年》讓學生學習如何透過選材凸顯情感。</p> <p>iii. 課研的核心為《一件小事》續寫及與原著比讀評賞。最後同學須從課堂學習中重新整理寫作練習。</p>		

二、報告觀課進程

- i. 12月4日科主任林曉蕾老師聯同許建聰老師以3A為對象進行合作教學。講授內容為「立意與選材」及「立意有高下」。
- ii. 在「立意與選材」一節中，老師通過比對學生續寫「一件小事」的文字，說明選材即使一樣，仍需透過文字加工以突出其「意」，課堂上同學明白含蓄象徵寫作手法遠較直露平白的寫作手法更能深化其意。
- iii. 在「立意有高下」一節中，老師通過魯迅《一件小事》原文加入示例，讓學生明白立意的三種層次：第一層(偏低)個人的即時的想；第二層(較高)連繫個人成長經歷的反思；第三層(最高)由個人至社會層面的反思。

三、學生回饋

12月4日課後邀請4位同學就該課作回應，總結同學意見均認為是次課研題目針對性強，對於同學寫作有一定的幫助。同學表示以往在寫作上往往無從下手，尤其開首最困難，因不懂如何立意，故只能虛應寫作題目。然課堂以不同篇章作範例，有條理地解釋立意與選材的關係，其中核心活動：為魯迅〈一件小事〉加上結尾立意部分，再比較原著所作，高下立見，對於如何深化文章立意有更深入了解。

四、整體結果

作為第一次課研工作，學生正面回應無疑加強同事推行課研工作的信心。下學年計劃將是次課研工作推展至中二級，仍然以寫作為目標，中二及中三級將於暑假期間開始籌備工作。

b. English

S6 teachers chose high-order reading comprehension questions as the theme of lesson study according to pre-test results. Two rounds of lesson observation were done with teachers taking part in preliminary meetings and evaluation meetings. Students did not make obvious improvement in similar question types in the post-test, which could be attributed to the difficulty of the post-test questions in terms of language and themes in addition to question types.

英文科

中六級老師根據學生前測表現，選擇以高階閱讀提問作為課研主題。教師召開課前及課後會議，並進行了兩次觀課。然而學生進步不太明顯，這或與後測提問類型過深有關。

c. Mathematics

- i. From the HKDSE score data and the teacher's observation of the school's internal assessment performance, it was found that students' performance on the subject of "Area Ratio" needed to be improved. Students generally failed to grasp the relationship between the area ratio of similar triangles and the area ratio of the same height triangle.
- ii. This topic is not an independent topic in the current curriculum. Students need to learn relevant knowledge from different topics and apply them after integration. This has become a difficult point for students.
- iii. In the lesson study concerned, colleagues in the group shared their experiences and reorganized the curriculum design teaching process and activities, so that students could learn the course more systematically. After that, each class would take turns to teach, review the effectiveness of the design activities and make improvements. However, since the topic was most suitable for the second and third levels of the current classes on volume and area to be carried out (February 2020), this lesson study round was suspended due to the Covid-19 outbreak. So after preparation meetings, classroom teaching rounds were not done although the materials were ready. The lesson observation would be carried out later this year with review and reports to be completed.

數學科

- i. 從文憑試成績數據及教師觀察校內評核表現，發現同學在「面積比例」這個課題的表現有待改善，同學普遍未能掌握相似三角形的面積比例和同高三角形的面積比例關係。
- ii. 這個課題在現行課程中不是一個獨立課題，學生需從不同的課題中學會有關知識，融會貫通後在應用出來，這成為學生的難點。
- iii. 是次課堂研究透過組內同事互相分享心得重整課程設計教學流程和活動，讓學生更有系統地學習這個課程。之後，各班會輪流進行教學，檢視設計活動的成效並作改進。但由於課題最適合於中三級現行有關體積和面積一課教授完畢後（2020年2月）進行，這段時間正值疫情停課所以完成各項準備會議和設計教案教學活動的工作後，仍未進行課堂教學，該部分的課堂實踐將於本年度進行，完成後會再作檢討和撰寫報告。

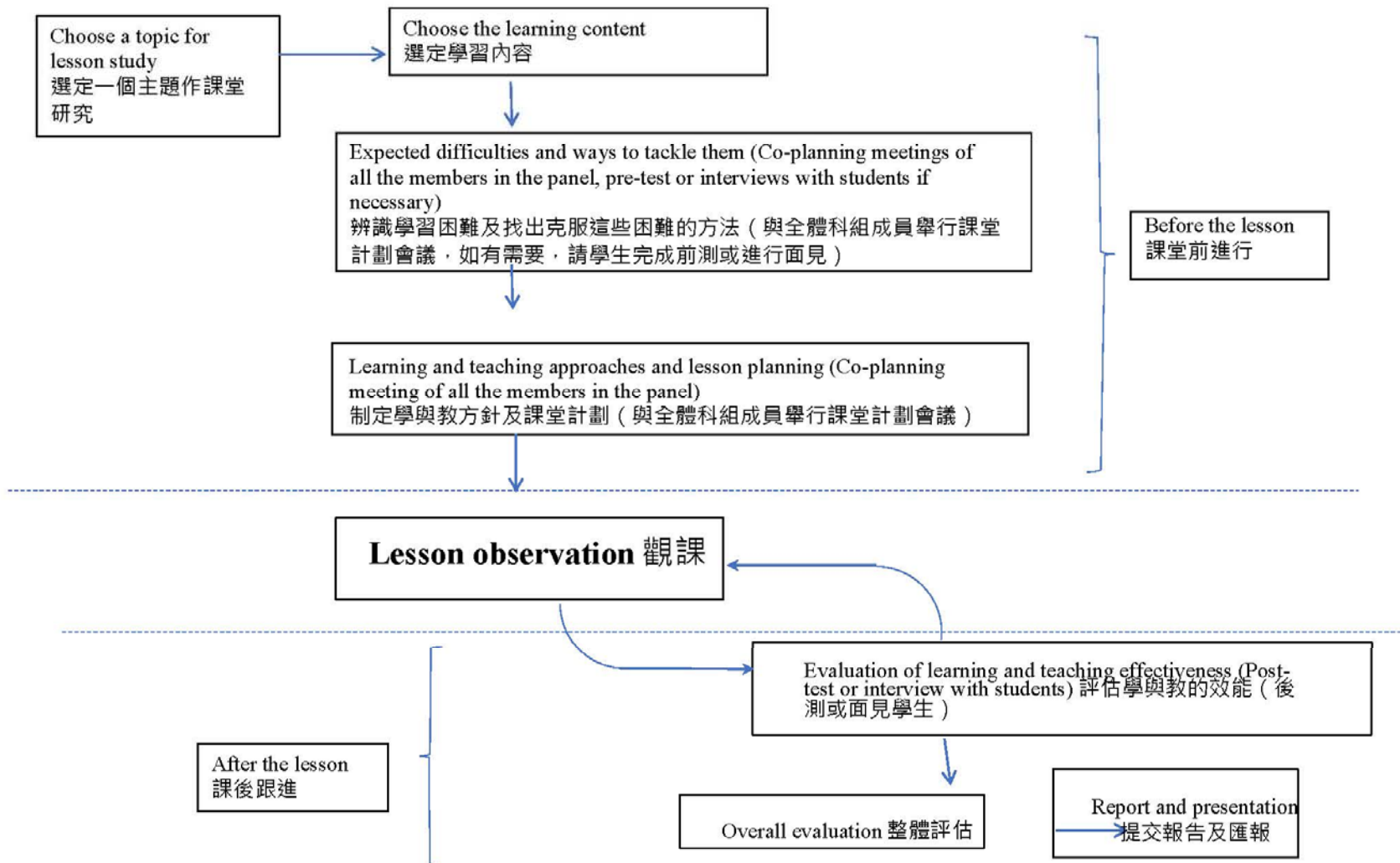
d. Liberal Studies

Lesson study was completed as scheduled with S.6 being the target group. The theme of tackling two important question types was decided according to student results and HKDSE analysis reports before the first term began. The rounds of lesson observation were completed and students showed progress in post-tests. The results of the mock exams could not reflect to what extent students had improved in tackling the two question types concerned since there were many different items in the mock exams. The peers also observed the class. The post-test reflected that the students had made progress in answering similar questions.

通識科

以中六為課研對象，按進度完成課研工作。學期初根據往年學生成績數據及文憑試分析報告，擬定「掌握兩類題型的答題方式」為課研題目。同儕亦進行了觀課，後測反映同學在回答相類題型時有所進步，然在正式模擬考試時，由於題目眾多，整體表現並不突出，相較前測，進步不明顯。

Framework for lesson study
 課堂研究流程



Targets / Aims (2) 目標 (2)	Strategies / Tasks 策略	Success Criteria 成功指標	Evaluation Methods 評估方法
<p>Informal Curriculum 非正規課程</p> <p>Cultivating an atmosphere for active learning which may include an English immersion environment, reading culture, problem solving and cross-curricular learning.</p> <p>營造主動學習的氛圍，例如英語沉浸環境、良好的閱讀文化、解難能力、跨科學習等。</p>	<p>The informal curriculum can be an extension of classroom learning: 非正規課程可作為課堂學習的延伸：</p> <p>a. Having close ties with formative and summative assessment 與進展性評估及總結性評估密切相關</p> <p>b. Regular and recurring programmes 定期、重覆進行的活動</p>	<p>Student participation rate in various activities 各個活動的學生參與率</p>	<p>a. Performance of students in the demonstration of their learning outcomes 學生的學習成果</p> <p>b. Comparison of pre-test and post-test results through questionnaires for students and teachers 向老師及學生派發問卷，比較前測和後測的成績</p> <p>c. Focus group meetings with students to assess the effectiveness of activities 邀請學生參與焦點小組會議，評估活動成效</p>

Strategies / Tasks 策略	Success Criteria 成功指標	Evaluation Methods 評估方法	Review 檢討
<p>a. 中文科</p> <p>i. 圍讀計劃（初中） 中文科閱讀計劃—圍讀。每周一篇：以高中同學為對象，同時邀請初中同學參與，從點到面，以小撮人為目標，循序提昇高中閱讀氣氛。預設共 10 次圍讀，由高中科任老師領讀。圍讀形式以輕鬆講讀為主，配以茶點共享，務求令同學在輕鬆的環境下互相分享閱讀心得。</p>	<p>以同學出席率為指標</p>	<p>a. 參與學生人數符合預期 b. 觀察同學對閱讀的投入度</p>	<p>上學期已完成 4 次圍讀，下學期因疫情關係暫停舉行。2020-2021 年將繼續進行圍讀，形式與課題不變。現時規定中四級同學必須參與 1 次的中文圍讀，老師贊成繼續實行此方法，因有同學因參與後改變觀感，認為此類閱讀活動能延展閱讀興趣。</p>

Strategies /Tasks 策略	Success Criteria 成功指標	Evaluation Methods 評估方法	Review 檢討
<p>ii. 中三精進班 中三級加設中文精進班，聘任校友導師及知名作家舉辦閱讀及寫作工作坊。全期共 18 堂，旨在提昇學生閱讀及寫作興趣。</p> <p>b. English 英文科學習領域</p> <p>i. To enhance the English atmosphere through speaking by means of some enriching activities such as Funtastic English Fridays, Friday English Speaking Days and Featured English Days, etc.</p> <p>透過不同活動加強英語氛圍，如逢週五舉行的特色英語活動、英語日、主題英語日等。</p>	<p>a. 以同學出席率為指標 b. 問卷調查</p> <p>Student participation rate in various activities</p> <p>各類活動的學生出席率</p>	<p>a. 中三精進班維持 80% 出席率 b. 問卷調查數據正面，能展示學生在精進班中有所提昇</p> <p>a. Participation records 參與紀錄</p> <p>b. Reward system: stamps, signatures and prizes 獎勵，如印章、簽名及獎品</p> <p>c. Active involvement of student committee members in organizing activities 學會的學生成員能主動安排活動</p>	<p>上學期按時完成 5 節古典文學，同學反應甚佳，缺席或遲到情況比前有改善。下學期因疫情關係，自 3 月開始進行網上教學，同學亦能準時出席，會議上亦參與討論活動，給予正面評價。下學期因疫情關係進行網上授課。自 3 月 5 日開始至 5 月 21 日為止共完成 7 節課堂。大部分同學均按時出席網上教學，偶有同學記錯時間而缺席。大部分同學對於寫作工作坊均表示有所得，看法正面。已聯絡可洛來年繼續授課。現亦與校友聯絡中，2017 年校友謝盈康初步答允為來年精進班作導師。</p> <p>a. Two Cultural Fridays were held successfully (Australia and Mexico). 3D English Ambassadors proved to be helpful in promoting to S1 students and assisting with the events. 成功舉辦兩次星期五文化節（澳洲及墨西哥主題）。3D 班英文大使在是次活動的表現令人滿意，能協助中一同學參與活動。</p> <p>b. English Activities like English Corner Reopening Party, Halloween, Karaoke and Gingerbread House decorating were popular activities mostly among S1 students. 各項英文活動均大受中一同學歡迎，如英語角重開派對、萬聖節、卡拉 OK、薑餅製作、各社佈置等。</p>

Strategies /Tasks 策略	Success Criteria 成功指標	Evaluation Methods 評估方法	Review 檢討
<p>ii. To develop confidence in students in pursuing artistic achievements using English such as debates, drama festival, radio drama, Filmit, etc.</p> <p>培養學生發展英語藝術成就，如辯論、話劇、電台話劇、電影欣賞等。</p>	<p>Student participation rate in various activities</p> <p>各活動的學生出席率</p>	<p>a. At least 80 students will enroll in the Speech Festival. 最少 80 位同學參與校際朗誦節</p> <p>b. Former debate team and drama team members will stay on to train new members. 前辯論隊及話劇組成員能協助培訓新成員</p>	<p>a. Debating team had regular fortnightly meetings and practice sessions. Would like to have a few new recruits from S3 next academic year. 辯論隊每兩週進行一次恆常會議及練習。下學年準備召募更多中三同學參與。</p> <p>b. Drama team attended weekly drama classes with the Drama teacher. Two new drama recruits this year, would like to have more new recruits for the following academic year. 戲劇學會每星期進行排練。今學年進行了兩次戲劇招募，明年計劃招募更多成員。</p>
<p>iii. To promote English activities online - construction of BSTC English Websites with monthly articles and activity round up such as photos and videos</p> <p>建立善德英語網站，在網上推廣英語活動，每月上載文章、相片及短片等。</p>	<p>Regular refreshing rate in English website</p> <p>英語網站定期更新的次數</p>	<p>a. A school-based English website will be launched by the end of October 2019. 在 2019 年 10 月底建立善德英語網站</p> <p>b. A student website management team will be established. 成立英語網站管理小組，由學生協助管理</p>	<p>Photos were uploaded for events. The English website committee need to be more active on the website, for example, upload more articles and information about events. It would be beneficial for them to meet at least once a month to update the website in The English Corner. More promotion for the website needed.</p> <p>英語活動的照片已上載至網頁。網站管理小組需更積極主動，例如上載與英語活動相關的文章、資訊，每月至少安排一次會面，更新網頁等。</p>

Strategies / Tasks 策略	Success Criteria 成功指標	Evaluation Methods 評估方法	Review 檢討
<p>iv. To create opportunities for students to have fun using English, series of activities will be held and co-operated with LS and Science departments to enrich English immersion environment in the school campus.</p> <p>與通識科、科學科等部門合辦活動，加強校園的英文沉浸環境，讓學生能有趣地學習英語。</p> <p>c. Mathematics 數學科</p> <p>i. STEM Week</p> <p>The Mathematics department will work collaboratively with the Science Department and the IT Department to organize a large-scale STEM week in mid-March 2020 and provide the following activities:</p> <ul style="list-style-type: none"> • Game stalls: Teaching students how to apply strategies related game theories in different situations. • Pi-Day: Introduce the history of pi. Various games related to the properties of pi will be introduced. 	<p>Participation rate and students enjoy much activities organized</p> <p>學生是否積極參與，以及享受箇中樂趣</p> <p>a. Students participate actively in the activities 學生積極參與活動</p> <p>b. Students will have a deeper understanding of Pi. 學生對圓周率有更深了解</p>	<p>a. Participation rate 統計及評估參與的學生人數、投入度</p> <p>b. Student audience will find the activities interesting. 學生對活動感興趣</p> <p>a. Participation rate 活動參與率</p> <p>b. Accuracy of students' answers 學生回答的準確度</p>	<p>Spectacular Science Friday was held successfully with the help of Science teachers. Students were able to enjoy an array of hands-on activities. This activity could be held biannually for S1 students.</p> <p>與科學科合作舉辦的活動圓滿舉行。學生享受參與一系列的動手活動，建議活動可以半年舉辦一次。</p> <p>Cancelled due to school suspension 由於停課，活動未能開展</p>

Strategies /Tasks 策略	Success Criteria 成功指標	Evaluation Methods 評估方法	Review 檢討
<p>STEM 週</p> <p>與科學科和電腦科合作,於 2020 年 3 月中舉辦大型的 STEM 週,活動如下:</p> <ul style="list-style-type: none"> 攤位遊戲:教導學生在不同情境下使用博弈論的策略。 圓周率日:透過遊戲,介紹圓周率的歷史和特性。 			
<p>ii. IT-Tools 善用資訊科技工具</p> <p>Mathematics-related electronic reading passages, games and apps for iPad will be introduced to S1 and S2 students during Moring Reading Sessions on some Wednesdays.</p> <p>在星期三的晨讀時段,向中一及中二學生介紹平板電腦適用的數學遊戲、應用程式及文章。</p>	<p>Students' scores in the worksheets for the activities</p> <p>學生活動工作紙的分數</p>	<p>Worksheets for students</p> <p>向學生派發工作紙</p>	<p>S1 and S2 morning reading periods: Each class had one session (8 times in total) to read mathematics articles on a tablet computer, and use interactive games to enhance students' interest in learning mathematics.</p> <p>Students were generally interested in activities, but there was not much time to introduce them in detail. The duration of each session could be lengthened next year.</p> <p>Students were generally able to complete the activity worksheets with satisfactory performance.</p> <p>中一及中二級晨讀時段:每班一次(共 8 次)使用平板電腦閱讀數學文章,利用互動小遊戲提昇學生對學習數學的興趣。</p> <p>學生普遍對活動感興趣,可惜時間不足,未能詳細介紹。來年再辦時可增加每節的活動時間。</p> <p>學生普遍能完成活動工作紙,表現令人滿意。</p>

Strategies / Tasks 策略	Success Criteria 成功指標	Evaluation Methods 評估方法	Review 檢討
<p>d. 通識教育科 目標：提升學生的解難能力</p> <p>i. 人文科專題研習比賽 (去年中一級試後活動開展，至2019-2020年中二級下學期完成)</p> <p>參與科組：生活與社會科、通識科、歷史科、地理科、中史科、經濟科</p> <p>透過專題研習比賽，運用不同人文學科的知識，讓同學就所選議題進行探索和分析，加強同學的解難能力、推論能力、判斷能力。</p> <p>ii. 配合課程之參觀和考察</p> <p>根據各級的課程，每級設計一項校外考察活動，如中四級配合生活素質課程，帶領學生到貧窮的區域考察；中五級配合能源科技與環境，帶領學生到 T-Park 了解最新的相關政策等。</p>	<p>a. 作品質素 b. 課業反映對獨立專題研習的掌握 c. 同學問卷</p> <p>a. 同學參與程度 b. 教師觀察</p>	<p>a. 學生參與各活動的出席率 b. 教師回饋：課業反映對獨立專題研習的掌握 c. 90%以上的作品能達到 B 或以上的成績</p> <p>a. 教師觀察同學在參與時的表現 b. 同學問卷：90%以上的同學認為能鞏固相關議題的認識</p>	<p>中一級同學前往荃灣三棟屋進行戶外考察，投入程度一般。他們亦完成了戶外考察報告，內容涵蓋地理、歷史、中史、生活與社會科等知識。有老師反映，部分同學需要較多指導。</p> <p>由於停課，科組未能於 2019-2020 年繼續舉行戶外考察等活動。計劃將於 2020-2021 年中一級重新推行，細節將於學年初的科組會議上討論。</p> <p>由於停課關係未能開展。</p>
<p>iii. 強化通識研習社的運作</p> <p>通識學會將舉辦不同類型的活動：如通識週、基本法自由論、基本法問答大賽、班際辯論比賽、辯論培訓班、考察研究等。</p>	<p>a. 同學參與程度 b. 教師觀察 c. 活動導師回饋</p>	<p>a. 同學參與人數 b. 通識研習社籌委／活動導師的回饋：對同學的參與和表現正面 c. 同學問卷：80%以上的同學認為其活動能提升他們不同能力</p>	<p>學期初，12 位通識研習社的同學參加了社企和樂施會的計劃，亦參與了三次工作坊，出席率高。據老師觀察，活動導師用心，學生探訪貧窮家庭時亦能表現出同理心。活動導師亦認為同學表現積極，參與度高。</p> <p>由於 2020 年 11 月至下學期停課，計劃未能完成。</p> <p>通識週、基本法自由論、基本法問答大賽、班際辯論比賽、辯論培訓班等活動亦因停課而未能開展。</p>

Strategies / Tasks 策略	Success Criteria 成功指標	Evaluation Methods 評估方法	Review 檢討
<p>e. STEM Education 數理科技教育</p> <p>i. STEM week Science Departments will work collaboratively with the Mathematics Department and the IT Department to organize a large-scaled STEM week in mid-March 2020 and provide the following activities:</p> <ul style="list-style-type: none"> • Orienteering • Interclass competition • Learning science through singing <p>STEM 週 科學科與數學科及電腦科合作，於 2020 年 3 月中舉辦大型的 STEM 週，活動如下：</p> <ul style="list-style-type: none"> • 野外定向 • 班際比賽：抬起一百億 • 唱歌學科學 	<p>a. Participation rate 活動參與率</p> <p>b. Feedback from teachers and students 教師及學生的反饋</p>	<p>a. At least 10% of the junior form students participate in the activities. 最少 10% 初中學生參與活動</p> <p>b. The feedback is positive. 參加者反應正面</p>	<p>Due to the suspension of the school, the activities were not carried out. STEM week would be carried out in the coming March.</p> <p>由於學校停課，活動並未進行。STEM 週會在來年三月再次舉行。</p>

Strategies / Tasks 策略	Success Criteria 成功指標	Evaluation Methods 評估方法	Review 檢討
<p>ii. Experiment videos</p> <ul style="list-style-type: none"> Books related to experiments will be provided to S1 students. Students have to read the books and choose an experiment that seems interest to them. Students have to perform the experiment Students have to perform experiments themselves and produce videos (about 5 minutes long) explaining the scientific knowledge related. The videos will be shown weekly followed by an Q-and-A section. Their classmates will rate the performance based on the content, presentation skills and fun. <p>實驗片段</p> <ul style="list-style-type: none"> 向中一學生提供科學實驗主題的書籍。 學生閱讀這些書籍，從中選出一個感興趣的科學實驗。 學生進行實驗，並拍攝一段五分鐘的短片，解釋在實驗中應用到的科學知識。 每周播放一次實驗片段，並設問答環節。 其他同學會就該生對科學知識的認知、匯報技巧及片段趣味性評分。 	<p>Questionnaires covering the following areas will be distributed to the students: 向學生派發問卷，詢問以下範疇：</p> <ul style="list-style-type: none"> Interest in science 對科學的興趣 Cooperative skills 合作技巧 Presentation skills 匯報技巧 Problem-solving skills 解難技巧 Ability to apply knowledge and skills 實踐能力 	<p>More than 50 % of students agree that their interest, skills and abilities have been aroused and improved respectively.</p> <p>超過一半學生認同活動能激發他們對科學的興趣，提升了運用科學的能力和技巧。</p>	<p>Teachers chose and purchased target books. However, due to the suspension of the school, the activity was not carried out. This activity would be carried out in the coming year once school resumed.</p> <p>老師已選購書籍，然學校停課，活動並未進行。此活動將於來年復課後再次舉行。</p>

Reflection on Major Concern 1:

Enhancing junior form students' motivation towards learning and pursuing achievement/success.

1. Since June 2019, there has been social and political instability. At the beginning of the school year in September, there were calls for class strikes. Fortunately, the situation was relatively stable in our school and lessons were conducted as usual to a large extent. It had been planned that lesson study would be carried out in each subject this school year. However, the social movement intensified after the period, and the Education Bureau announced that all schools in Hong Kong would be closed from November 13 to November 15, and the teaching progress began to be affected.

After the resumption of classes, subject departments had to catch up the teaching progress, so the lesson study plans could not be carried out as scheduled. Some subjects had originally scheduled for the second school term, only to be put on hold by the Covid-19 outbreak in the Mainland, and sporadic cases started to erupt in Hong Kong. The government finally announced the suspension of classes in Hong Kong, and classes only resumed stages starting on May 27. Under such circumstances, all the teaching and learning major concerns failed to be implemented. The Chinese Department managed to carry out lesson study as planned with class peer observation conducted in December, and the lesson study work was completed at the end of February. Mathematics also held meetings to prepare for lesson study and the preliminary work was completed.

2. Since the suspension of classes, the school has been using online platforms for teaching purposes. From February to May, the school implemented online teaching in three stages. In the first stage, since it remained unknown when school would resume, each subject devised learning tasks for students to ensure continuous learning and efficient use of free time. In the second stage, as school suspension was likely to last longer, the teachers of each subject devised online teaching materials and recorded video clips for students to download for self-study. In the third stage, as a result of prolonged school suspension from February to the end of March, in early April, the Administration Group and Board of Studies decided on the launch of real-time teaching which began after Ching Ming Holidays. When face-to-face senior form lessons resumed in late May, junior students had online lessons.

Since February, despite many difficulties, new breakthroughs have been made in the implementation of online teaching. Basically all teachers are equipped with the knowledge and skills to use e-classrooms and Google Classrooms as platforms for the distribution and collection of learning materials. Teachers have also experimented with online teaching software. The crisis presented by the Covid-19 outbreak has turned out to be an opportunity to be prepared for the new normal of online learning and teaching, enhancing the technological readiness in teachers and students. In view of this, the Board of Studies evaluated the effectiveness of online learning and teaching, hoping to accumulate useful experience and good practices for overall improvement.

就重點關注事項一（加強初中學生的學習動機及追求卓越的動力）之反思：

1. 自 2019 年 6 月開始，政府修例風波不止，至 9 月開學之初，學界響應罷課活動，幸本校罷課情況並不嚴重，課程按進度如常進行。教務在學期初已與各科組主任就新學年課堂研究計劃取得共識，並準備於本學年各科開展課研工作。惟期後社會運動愈演愈烈，至 11 月 13 日至 11 月 15 日教育局宣布全港學校停課，教學進度開始受影響。復課後，各科須先追回已落後的教學進度，故課研計劃未能如期進行。有科目原定於下學期進行課研，然新冠肺炎於內地爆發，本港亦開始有零星個案，政府最終宣布全港停課，至 5 月 27 日始分階段復課。在此情況下，教務部學期初所訂下的各項關注事項均未能按期進行。幸好於此期間，中文科已按最初計劃開展課研工作，12 月進行課堂同儕觀課，最終於 2 月底初完成課研工作。數學科亦於此階段召開會議安排進行課研計劃，亦初步完成各項工作。
2. 停課以來，學校以停課不停學為宗旨，繼續利用網上平台進行教學。自 2 月至 5 月期間，本校分三階段推行網上教學。首階段，由於仍未知復課安排為何，為免學生無所事事，各科先安排課業讓同學可在家完成。第二階段，由於預測尚須延期復課，故各科老師開始設計網上教材，並錄影片段讓同學下載自學。第三階段，由於 2 月至 3 月底已停課接近一個多月，行政組與教務組商議決定於 4 月初開始試行實時教學，清明假後本校全面推行實時網上教學。至高中復課後，初中仍然進行網上實時教學。2 月以來，雖然面對重重困難，惟在推行網上教學方面卻有新的突破，基本上所有老師都已懂得如何使用 E-Classroom 及 Google Classroom 平台進行資料發放及收集，更已試行網上教學，亦掌握網上教學的基本技巧。事實上，網上教學有機會成為新世代的教學模式，在此機遇下，進一步裝備老師在網上教學方面的技能實有助加快本校推行網上教學。有見及此，教務組於本學年加入網上教學成效評估，以冀匯集評估報告，將來能進一步優化網上教學。

Major Concern 2: To boost students' resilience

重點關注事項(二)：提升學生的抗逆力

Factors of resilience 抗逆力因素	Strategy / Measures 策略 / 應對措施	Extent of targets achieved 目標完成度 Follow-up actions / Recommendations 跟進行動 / 建議
<p>a. Empathy 同理心</p> <p>(Moral & Civic Education Committee 德育及公民教育組)</p>	<p>i. Morning Assembly Talks 早會短講</p> <p>2-3 morning assembly talks: Make use of news or short stories to explain the differences between sympathy and empathy, the relationship between empathy and interpersonal relationships, and the skills of putting empathy into practice etc.</p> <p>選取二至三節早會短講，透過一些新聞素材、德育故事，與同學分享同理心與同情心的分別、同理心與優化人際關係的關係、同理心的運用技巧等。</p> <p>ii. 15-Minute Empathy Activity (S.1) 中一 15 分鐘同你·同理心活動</p>	<ul style="list-style-type: none"> In September, team members introduced the key elements of resilience during morning assemblies. Key elements included company, rest, respect, care, and hope. According to observation by teachers, students showed a good understanding of the talks. 德育組學生組員在九月份向同學介紹與同理心有關的抗逆元素：同行、休息、尊重、關愛、及盼望。經教師觀察及查詢，同學表示了解及明白，並給予正面的評價。 In October, there were 3 morning assembly talks about empathy given by MCE team members. One of the talks was to promote winning works of the slogan design competition which took place last year to let students know more about empathy and how to show empathy. Another talk was to promote the “Dorfun comic strips design – Empathy” competition. 在十月份的短講中，向同學介紹了於 2018-2019 同理心金句創作比賽的其它得獎作品。另一次講座乃推廣同理心四格漫畫對白創作比賽，讓同學重溫及加強對同理心的認識及應用技巧。 Students paid attention to the talks and gave positive comments. 學生能在早會期間專心聆聽演講及作出正面回應。 <p>Due to the class suspension from the Covid-19 outbreak and limited time in class teachers' periods for S.1, the activity was suspended.</p> <p>學校因疫情停課，加上班主任課時間所限，故計劃未能進行。</p>
<p>a. Empathy</p>	<p>iii. Talks and Workshops</p>	

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<p>同理心</p> <p>(Moral & Civic Education Committee 德育及公民教育組)</p>	<p>講座及工作坊</p> <p>i. Workshop: What Do Street Children Have? (S.1) 擁有什麼(街童)體驗工作坊(中一)</p> <p>ii. Anti-drug Education Program - Musical (S.3-S.5) 禁毒音樂劇場(中三至中五)</p> <p>iii. Educational Talk: Resilience (S.3-S.6) 抗逆力講座(中三至中六)</p> <p>iv. Educational Drama – Anti-drug Program (S.1-S.2) 禁毒互動劇場(中一至中二)</p>	<ul style="list-style-type: none"> The workshop aimed to raise awareness to students on the needs of poor children by experiencing the hard and unsecured life of the street children. 工作坊乃透過模擬街童拾荒維生，體驗街童艱辛、感受在沒有安全感的處境下生活，目的在於鼓勵同學關注貧困孩童的需要。 The workshop was a great success. Students said they could feel the difficulties, pain and helplessness of the street children's life. They hoped to help those children when they have the capability in the future and promised to pay more attention to news about poverty. 工作坊非常成功，同學表示工作坊能具體表達活動的重要訊息，體會到街童生活的困難和痛苦，感受到他們的無助，了解到其他地方存在着不少需要幫助的人。活動後，同學均表示希望將來有能力的時候能幫助這些小朋友，並承諾多留意有關貧窮的資訊。 In view of the excellent feedback of the workshop, the activity is planned to be held next year. 由於活動反應極佳，亦能緊扣關注項目，故下一學年會再申請舉辦。 Students expressed that it was a cliché show. Students showed less interest in the performance even though it was a musical. The performance could promote anti-drug messages. 或許禁毒已是老掉牙的話題，故即使以歌舞劇形式出現，同學也不見得特別投入。但整體而言，禁毒音樂劇場的確能向觀眾帶出不要接觸毒品及毒品禍害的訊息。 In view of feedback from students and teachers, the anti-drug program will be temporary suspended. 未來會暫停邀請相關主題的講座/劇場。 The guest speaker gave us an inspirational talk. He shared his valuable experience on dealing with the difficulties when he worked in the ICRC. Mr. Jason Yip led us to think out of the box. The talk was interesting, meaningful, inspiring, and motivational. Students and teachers were attentive and responsive. Students asked high-quality questions. 一場非常精彩的經驗分享。講者分享在國際紅十字會工作時的經歷，以及對種種突如其來的變化如何面對及解難。講者是一位非常有經驗的分享者，在分享的過程中，往往會不知不覺間帶領同學進入深層次的思考。同學反應熱烈，聽得津津有味，提問亦有水準，是一場水平極高的講座。 The activity was cancelled due to the outbreak of Covid-19. 受疫情影響，活動取消。
<p>a. Empathy 同理心</p>	<p>iv. Resilience: Posters and Stickers 抗疫海報及貼紙</p>	<ul style="list-style-type: none"> We invited our alumni to design a set of stickers about resilience and distributed them to our students in September. The stickers had key elements of resilience such as company, rest, respect, care, and hope. Students and teachers thought the stickers were

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(Moral & Civic Education Committee 德育及公民教育組)	<p>v. Focus of the Month: Empathy 每月亮點：同理心</p> <p>vi. Dorfun Comic Strips Design Competition and Voting Activity 同理心四格漫畫對白設計比賽及投票</p> <p>The theme of the comic strips is “empathy”. A voting activity called “My favorite Dorfun comic strips” was held in November. Winning entries of the competition were to be displayed on School Promotion Day.</p> <p>透過舉辦四格漫畫對白設計比賽，推廣同理心。十一月中旬舉辦一連三天「我最喜歡的四格漫畫對白創作」選舉，以投票形式選取作品中人氣最強的對白。校方亦會在學校推廣日向公眾人士展示比賽成果。</p>	<p>cute and would like to have them. 九月份於早會上宣傳有關與同理心一致的抗逆元素，包括同行、休息、尊重、關愛、及盼望，並邀請了舊生設計了海報及貼紙。同學對派發貼紙的反應正面及表示欣賞，希望能儲齊五款貼紙。</p> <ul style="list-style-type: none"> Students also expressed that the five elements were very important in building resilience and should be adapted in the face of adversity. Posters of resilience were also posted at the tuck shop and in classrooms. 貼紙已於九月中旬於操場派發給全校師生，海報亦已張貼於每間課室及地下食物部。同學對同行、休息、尊重、關愛、及盼望五大抗逆元素表示認同。 <p>Starting from November, “Focus of the month: Empathy” posters were posted at the tuck shop and classrooms every month. Students thought the posters were attractive and expressed the concept of empathy which allowed better understanding.</p> <p>由十一月開始，於課室及食物部張貼有關同理心技巧的海報。同學認為海報內容吸引，並能讓他們清楚了解同理心的意思。</p> <ul style="list-style-type: none"> About 90% of students submitted their comic strips. The quality of comic strips were good and reflected that the students had a clear understanding of empathy. 全校的同理心四格漫畫對白設計比賽，同學在各班主任的鼓勵下，超過 90% 同學投稿。大部份作品均能展示同理心的要素及技巧。 Due to the outbreak of covid-19, class was suspended and the voting activity was also suspended. It will be held in the coming year. 由於疫情關係，投票將會在來年進行。
<p>a. Empathy 同理心</p> <p>(Moral & Civic</p>	<p>vii. S.2 Social Service Programme 中二服務計劃</p> <p>Through organizing a social service programme, S.2 students put their empathy</p>	<p>Due to the outbreak of Covid-19, the programme was cancelled. 受疫情影響，活動取消。</p>

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<p>Education Committee 德育及公民教育組)</p> <p>b. Self-confidence 自信心提升</p> <p>(Board of Discipline 訓導組)</p>	<p>into practice.</p> <p>透過籌辦社會服務活動，中二級同學實踐同理心。</p> <p>a. Student Excellence Award 優秀學生計劃</p> <p>We aim to improve students' general performance and conduct and give credit to students who behave properly and are role models of other students, including those who speak cautiously, act reasonably and respect others.</p> <p>此計劃目的為改善學生行為表現及操行，若學生行為良好，例如慎言謹行、尊重別人，均會被加以表揚。</p> <p>b. Prefect Team Training - Leadership Training camp at Pat Heung JPC 領袖訓練計劃 - 八鄉領袖訓練計劃</p> <p>To boost school prefects' abilities in taking up prefect duties, train responsiveness to emergencies and raise team spirit to boost confidence.</p> <p>提升領袖生的能力、處理突發事件的反應、以及團隊精神，使他們能更有自信履行領袖生的職責。</p>	<ul style="list-style-type: none"> • Due to school suspension, there was insufficient data concerning homework and lateness records, so this scheme had to be cancelled. 由於停課關係，校方未能收集足夠的資料及數據去進行相關計劃，故今年的優秀學生計劃已取消。 • The Student Excellence Award will resume in 2020-2021 to recognize students' effort. 明年將繼續有關計劃，以肯定為品行付出努力的同學。 • Since Pak Heung was used for coronavirus quarantine, the school's prefect leadership training camp was cancelled. 由於八鄉少年警訊中心因疫情關係被徵用為隔離中心，因此計劃取消。 • Prefect Training Day Camp will resume in 2020-21. 領袖訓練計劃會繼續於 2020-21 年度舉行，並以日營形式進行。
<p>b. Self-confidence 自信心提升</p> <p>(Board of Discipline 訓導組)</p>	<p>30 school prefects will take part in a 2-day leadership training camp in October. There will be a high rope course, simulated crime scene training workshop, fingerprint authentication workshop, school case studies and personality analysis.</p>	

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	<p>本校 30 名領袖生於 2018 年 10 月 5 日至 6 日參加了高空繩網、飛索、模擬罪案現場訓練室、指紋鑑證工作坊、學校個案處理、個人性格分析等活動。</p> <p>c. Mountaineering and Lion Dance Training 山毅課程及醒獅訓練</p> <p>To boost self-discipline and understand team spirit for improving participants' behavior</p> <p>改善同學個人紀律及提升團體精神。</p>	<p>Mountaineering 山毅課程</p> <ul style="list-style-type: none"> Seven students enrolled in the course and two were awarded a certificate upon completion of the course. According to the school psychologist, the parents of those two students were enthusiastic throughout the activity and hoped that they could continue to participate in the course. 山毅課程的目標對象為有特殊學習需要及有學行問題的初中男生。本學年的課程已於上學期完成。其中兩同學均向教育心理學家表示非常喜歡有關活動，家長亦表示希望子弟來年能繼續參與其中。 The Board of Discipline will invite students who passed the requirements in the previous mountaineering course to be helpers of the course in 2020-2021. 訓導處計劃於來年度邀請已完成訓練及達標的同學協助新的參與者。 <p>Lion Dance Training 醒獅訓練</p> <ul style="list-style-type: none"> The Lion Dance Team's debut performance on Chinese New Year Celebration Day received positive responses from parents, students, and teachers. We hope to make it a regular event and if possible, cooperate with other school committees in future school functions. 醒獅隊在新春聯歡會中的表演令人擊節讚賞，為大會帶來濃濃的節日氣氛，為整個活動帶來高潮。家長、教師、同學等對醒獅隊各成員的動作難度、表現及投入均表示欣賞。醒獅隊各成員的付出和努力得到不少人的認同。訓導處希望新春聯歡的表演成為常規活動，並希望能與其他組別合作，讓醒獅隊成員有更多表演的機會。 Participants have gained a sense of achievement and their self-esteem was boosted after the event, so we would continue to hold this program. Some participants have expressed interest in joining if the program is held again. 醒獅隊成員認為自己在參與醒獅隊的訓練後，令他們得到或加強了成就感及自尊感。醒獅隊各成員的進步讓訓導處更加有信心繼續舉辦這活動。隊員表示有興趣繼續參與此活動。
<p>c. Personal Safety Net 個人安全網</p> <p>(Guidance Committee 輔導組)</p>	<p>a. S.1 overnight camp 中一宿營</p> <p>All S.1 students will stay overnight at HKFYG Jockey Club Sai Kung Outdoor Training Camp and participate in a variety of group activities to foster their team spirit and enhance their resilience.</p>	<ul style="list-style-type: none"> S.1 students participated actively in the camp. They worked as a team with other classmates. S.1 class teachers played an important role in some activities. It helped to break the ice and build up good relationships between the teachers and the students. In general, students could better adapt to the new S.1 school life and foster friendships in the camp. 學生於活動中表現活躍積極，能展現團隊精神。中一班主任積極帶領同學參與活動，讓師生及同學間建立了信任與友誼關係，這有助同學儘快適應中一的校園生活。 Collected questionnaires: 106 合共回收了 106 份學生問卷

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	<p>中一同學會於香港青年協會賽馬會西貢戶外訓練營參加兩日一夜的活動，提升團隊合作精神，增強抗逆力。</p>	<ul style="list-style-type: none"> i. Over 80% of the respondents were satisfied with the accommodation, transport arrangement and the meals. 超過 80% 的同學滿意大會提供的住宿、交通及膳食。 ii. About 85% of them were satisfied with the activities in the camp. 大約 85% 的同學滿意大會安排的活動。 iii. About 91% of the students expressed that they understood themselves better after the camp. 約 91% 的同學表示大會的活動能讓他們更明白及了解自己。 iv. About 80% of the students expressed that they understood themselves and their mentors better after the camp. 通過活動，80% 同學表示對自己及小導師的認識加深了。 v. About 75% of the students expressed that they were more confident to face the challenge after the camp. 約 75% 的同學表示大會的活動能讓他們更有信心去面對困難與挑戰。 vi. About 85% of the respondents said they would seek help from their classmates, mentors and teachers if they had problems in the future. 約 85% 的同學表示若將來面對困難時，會尋求教師、同學及小導師協助。 <ul style="list-style-type: none"> • Feedback from teachers 教師意見 They expressed that the overall atmosphere of the overnight camp was good. Both teachers and students actively participated in the activities. The involvement of teachers was a major highlight of the camp, which facilitated the students to participate more in the activities. 參與訓練營的教師表示整體氣氛不錯，教師及同學均積極參與大會的活動，教師的協助與參與，能鼓勵同學積極投入活動。 • It was much better to organize a group activity in the big hall so that all students and teachers could interact together. Keeping the big hall as the major venue is suggested. 建議日後仍以大禮堂進行大型的集體活動，讓師生一起參與。
<p>c. Personal Safety Net 個人安全網 (Guidance Committee 輔導組)</p>	<p>b. The Guidance Captain Scheme:</p> <ul style="list-style-type: none"> i. Leadership Training Day Camp 領袖訓練日營 	<p>Leadership Training Day Camp (7 September 2019) 領袖訓練日營</p> <ul style="list-style-type: none"> • The day camp was based on experiential learning. Participants learned how to work and communicate with S.1 students. Students were given a series of tasks. With the guidance and encouragement of a team leader, students actively participated in the activities and listened to different opinions. It was hoped that they could foster the qualities of being a leader. 領袖訓練日營為一種體驗式學習。中三及中四的參與者須學習如何與中一同學合作、溝通，並完成一連串的任務。在隊長的協助及鼓勵下，大家均積極參與及學會聆聽別人不同的意見。期望此次活動能成功培育同學的領袖特質。

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	<p>ii. Kick-off 破冰遊戲 (FUN FUN 中相聚)</p>	<ul style="list-style-type: none"> ● Collected questionnaires: 26 收回 26 份學生問卷 <ul style="list-style-type: none"> ◆ 98% of the respondents expressed that the activities could help them cope with their emotions and life. 98% 同學表示活動內容能協助他們處理情緒及生活 ◆ 96% expressed that they were satisfied with their performance in the day camp. 96% 同學滿意自己在活動上的表現 ◆ 92% expressed that the activities could enhance their resilience. 92% 同學表示活動內容能加強他們的抗逆力 ◆ 80% expressed that the activities could help them develop positive value and attitude of life. 80% 同學表示活動內容能協助他們發展正面的價值觀及生活態度 ◆ 80% expressed that the activities could help them recognize themselves. 80% 同學表示活動內容能協助他們認識自己 ◆ 80% of the students expressed that the activities could help them cultivate healthy habits. 80% 同學表示活動內容能協助他們培養健康的習慣 <p>Kick-off 破冰遊戲 (FUN FUN 中相聚) (20 September 2019)</p> <ul style="list-style-type: none"> ● All S.1 students and their guidance captains participated in various ice-breaking activities to know each other better. Two guidance captains took care of 10 S.1 students. A network was established. They formed teams to participate in fun activities. The overall atmosphere was supportive and warm. They felt that Sin Tak was their second home and they could find support there. 每 2 位輔導學長照顧 10 位中一同學，通過不同的破冰活動，大家變得熟絡。整個活動氣氛非常溫馨，同學之間亦互相支持。同學認為善德讓他們有家的感覺。
<p>c. Personal Safety Net 個人安全網</p> <p>(Guidance Committee 輔導組)</p>		<ul style="list-style-type: none"> ● Collected questionnaires: 160 收回 160 份問卷 <ul style="list-style-type: none"> ◆ 96% expressed that the activity could enhance interpersonal communication skills. 96% 同學表示活動內容能加強他們的人際溝通能力 ◆ 94% expressed that the activity could help them to cope with their emotions and life. 94% 同學表示活動內容能協助他們處理情緒及生活 ◆ 85% expressed that they were satisfied with their performance in the activity. 85% 同學滿意自己在活動上的表現 ◆ 82% expressed that the activity could help them establish positive values of life. 82% 同學表示活動內容能協助他們建立正面的生活價值態度 ◆ 80% expressed that the activity could help them recognize themselves. 80% 同學表示活動內容能協助他們了解及認識自己

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	<p>iii. Life Education Farm for 1A and 1B 生命教育農莊 (1A 及 1B 班)</p>	<p>Life Education Farm for 1A and 1B (5 November 2019) 生命教育農莊 (1A 及 1B 班)</p> <ul style="list-style-type: none"> ● All 1A and 1B students and their guidance captains visited the farm. They had a memorable trip in which they did some farming and made rice pudding. They also shared fun topics between each other which further developed their relationship. 1A 及 1B 班參加了生命教育農莊並度過了難忘的一天。他們一起參與了不同的活動，更分享了不同及有趣的話題，從而不知不覺間發展了友誼。 ● Collected questionnaires: 68 收集了 68 份學生問卷 <ul style="list-style-type: none"> ◆ 95% of the students expressed that the activities could help them cultivate healthy habits. 95% 同學表示活動內容能協助他們培養健康的習慣 ◆ 90% expressed that the activities could help them develop positive value and attitude of life. 90% 同學表示活動內容能協助他們發展正面的價值觀及生活態度 ◆ 85% expressed that the activities could enhance their resilience. 85% 同學表示活動內容能加強他們的抗逆力 ◆ 82% expressed that the activities could help them recognize themselves. 82% 同學表示活動內容能協助他們了解及認識自己 ◆ 80% expressed that the activity could help them to cope with their emotions and life. 80% 同學表示活動內容能協助他們處理情緒及生活
<p>d. Positivity 正向思維</p> <p>(Religious Committee 宗教組)</p>	<p>a. 5-minute mindfulness training during morning assemblies 早會 5 分鐘禪修</p> <p>To increase students' concentration levels 學生能從禪修中培育專注力</p> <p>Teachers of Buddhist Studies or a Buddhist monk will lead all students to do mindfulness practice by concentrating on their breathing from October to March.</p> <p>於 10 月至 3 月安排老師或法師帶領全體師生進行聽禪或專注呼吸的禪修。</p>	<ul style="list-style-type: none"> ● Only one mindfulness practice was held as morning assemblies were cancelled since November. On that day, Ms. Lee Lai Yee, our Buddhist Studies teacher, led all students to do stretching and breathing exercises. According to teachers' observations, most senior form students actively participated in the activities. It might be that senior students were all well trained in the BS lesson and were familiar with the practice. However, junior form students were quite inattentive during the mindfulness training session. The students and teachers reflected that the sound of the PA system was low and unstable so they could not hear clearly. 原定全年共進行五次早會禪修，惟 11 月中旬起學校取消早會，本組只於 11 月舉行過一次早會禪修。當日由李麗儀老師帶領全校同學在操場進行伸展身體及專注呼吸的動作。依佛學老師觀察，靠近台前的高年級同學表現投入，而遠方的初中同學則表現散亂，一來是因為音響效果不穩定，二來高中同學在平日佛學課已有上述練習的經驗，所以較易明白老師指令及投入活動。

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	<p>b. S.1 Mindfulness training camp 中一禪修體驗日</p> <p>To increase students' concentration levels and their awareness of the surroundings. 學生能從禪修中培育專注力及覺察力</p> <p>To enhance students' understanding of mindfulness and provide them with some practice opportunities, all S.1 students will Visit a Buddhist Temple in September.</p> <p>於九月安排全體中一學生前往佛光淨舍，初嘗試認識及實踐禪修。</p>	<ul style="list-style-type: none"> ● The 5-minute mindfulness training during morning assemblies will continue in the next academic year. We will invite some senior students to help the junior form students during the training session. 計劃來年繼續進行，屆時將邀請佛青團幹事及高中同學協助初中同學禪修，望能令初中同學一同投入活動。 ● A total of 90 S.1 students participated in the Mindfulness Training Camp on 13 September 2019. According to the questionnaire, 68.9% of participants expressed that they understood the meaning of full mindfulness after the training camp. About 70% of participants expressed that the activities of Zentangle art, mindful walking and mindful eating could improve their emotional intelligence. <p>活動於 2019 年 9 月 13 日如期舉行，當日共有 90 位中一學生參加。根據活動問卷調查結果，68.9% 學生認同活動令他們認識和體會到「全面的覺知」；另外，至少 70% 學生分別表示「禪繞畫」、「細味禪」、「托水鉢」三個活動中能改善他們的情緒智商，可見該活動達到目標。</p>
<p>d. Positivity 正向思維</p> <p>(Religious Committee 宗教組)</p>	<p>c. Teaching by a Buddhist monk 法師授課</p> <p>To help junior form students understand Buddhism and mindfulness training better. 學生能從法師授課中認識禪修的好處</p> <p>Have a Buddhist monk tutor S.1 and S.3 students Buddhist studies lessons to help junior form students understand Buddhism and mindfulness training. 湛遠法師走入中一及中三課室，與學生一起上課，認識佛法及禪修。</p> <p>d. Outdoor mindfulness training 野外禪</p>	<p>A total of 4 online lessons about the Five Precepts were held. Students actively participated in the lesson and the Buddhist monk, Sik Tsam Yuen, was professional and showed enthusiasm in answering the questions raised by students. It was fruitful to both sides.</p> <p>受疫情影響，面授課堂改為網上授課。湛遠法師支援中一科任老師，與全體中一同學上課共四次，解答學生五戒的內容。活動成效顯著，學生在網上積極提問，法師每次也能清晰回答，師生獲益良多。</p> <ul style="list-style-type: none"> ● Due to the Covid-19, the activity was cancelled. 計劃原定於二月下旬進行，惟因疫情取消。

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	<p>To help students relax and improve their emotional intelligence. 學生能從禪修中放鬆身心，培養情緒智商。</p> <p>Teachers of Buddhist Studies will take 20 students to the countryside for mindfulness training during winter. Through the activity, students would be able to relax and reflect on their lives.</p> <p>擬於本學年冬季舉行一次校外禪修活動，宗教老師聯同法師帶領約 20 位學生到郊外地方進行禪修活動，學生借活動放鬆身心並反思生命。</p>	<ul style="list-style-type: none"> ● The Outdoor mindfulness training will be held next year on Lantau Island. 湛遠法師、李麗儀老師及青一釋義工已勘察大嶼山郊野公園（嵐山），並選定以此為舉行地點。活動將延期一年舉行。
<p>d. Positivity 正向思維</p> <p>(Religious Committee 宗教組)</p>	<p>e. Visiting temples 寺院參觀</p> <p>To make students understand the advantages of mindfulness training. 學生能透過寺院參觀，了解禪修的好處。</p> <p>This activity will be co-organized by the Religious committee and History Club. Students will pay a visit to Tung Lin Kok Yuen in Happy Valley to understand more about the development of Buddhism in Hong Kong and the history of World War II.</p> <p>與歷史學會合作，於來年三月參訪位於跑馬地的東蓮覺苑，了解本地佛教的發展及二次大戰時港島的歷史。</p>	<ul style="list-style-type: none"> ● Due to the Covid-19, the activity was cancelled. 計劃原定於二月下旬進行，惟因疫情取消。 ● It will be held next year. 活動將延期一年舉行。

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<p>e. Self-efficacy 自我效能感</p> <p>(Extra-Curricular Activities Committee 課外活動組)</p>	<p>a. To provide junior form students with more opportunities in nurturing their self-efficacy, self-discipline, and perseverance.</p> <p>給予初中同學更多參與活動的機會以增加自我效能感，自律和堅毅。</p> <p>To strengthen “Sin Tak’s SUM” Scheme: S.1 students are required to participate in the scheme when they promote to S.2.</p> <p>為加強善德一 SUM 獎勵計劃的成效，計劃將延續至中二級，故同學於升上中二時仍須繼續參加計劃。</p>	<ul style="list-style-type: none"> ● The number of activities and trainings were greatly reduced due to the class suspension in this school year, so the effectiveness of providing opportunities for students in developing interests and exploring their potentials were inevitably affected. 不少活動因停課關係取消，這將無可避免地減少同學發展潛能和興趣的機會。 ● A questionnaire will be filled in by S.3 students at the beginning of the coming school year to evaluate the effectiveness of the Sin Tak’s SUM Scheme in enhancing their self-efficacy. 課外活動組將於下學年向中三級同學派發問卷，以評估自己能否通過參與善德一 SUM 計劃提高他們的自我效能、自律能力和毅力等。 ● Records in Student Activity Handbooks are expected to reduce due to the lack of activities held throughout this year. Students will still be encouraged to record their activities they took part in the first term into their handbooks. 雖然不少活動因停課而取消，但課外活動組仍然希望同學能積極填寫上學期的學習活動。
<p>e. Self-efficacy 自我效能感</p> <p>(Extra-Curricular Activities Committee 課外活動組)</p>	<p>b. To cultivate and foster their sense of achievement by showing recognition to their contribution.</p> <p>透過肯定學生的貢獻提升學生的成功感</p> <p>i. To evaluate and recognize participants who have outstanding performance in the scheme by through awards. 設立獎勵計劃鼓勵於善德一 SUM 計劃中表現出眾的同學，並於「中二成長禮」上頒發獎狀予得獎者。</p> <p>ii. To show scheme learning outcomes using board displays or performing music on S.2 Thanksgiving Day during the post-exam period. 在中二成長禮上，讓同學以展板或音樂表演展示善德一 SUM 計劃的學習成果。</p>	<ul style="list-style-type: none"> ● Learning outcomes from the scheme could not be shown due to the cancellation of the S.2 Thanksgiving Day in post-exam period. The award / recognition scheme was suspended this year. 不少活動因停課而取消，無法展示學習成果，因此，中二成長禮亦未能進行。 ● The award / recognition scheme will be held next year. Teacher advisors will select the top 10% participants to be awarded in each category. 明年的善德一 SUM 計劃中，每個活動範疇內表現優異的首 10% 學生，將會在「中二成長禮」上獲頒獎狀，以示鼓勵。

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	<p>c. To cultivate and strengthen self-efficacy in senior form students by fostering leadership training. 藉領袖訓練提升高中同學的自我效能感</p> <p>1. To show recognition to those student leaders in an Inauguration Ceremony 舉辦學生領袖就職禮</p> <p>2. To empower senior form student leaders by having them assist junior form students in organizing various activities, e.g. organizing game booths on School Promotion Day. 高中同學協助初中同學於學校簡介日籌辦攤位遊戲</p>	<ul style="list-style-type: none"> ● An Inauguration Ceremony was held by the school on 14/10/2019. Student leaders were awarded certificates of appointment and badges by the Principal. 就職禮於 2019 年 10 月 14 日舉辦，由校長向學生領袖頒授證章。 ● The Inauguration Ceremony will continue in the next academic year. 就職禮明年會繼續進行。 ● Committee Members of Provisional Students' Union and S.1 representatives were responsible for two game stalls on School Promotion Day. Members of Provisional Students' Union showed good communication skills. S.1 representatives learned how to organize game stalls and showed great initiatives in hosting those stalls. 臨時學生會及中一生代表負責在學校推廣日舉辦的兩個攤位，均受訪客喜愛。學生會成員展示了良好的溝通技巧，協助中一生代表籌備活動。中一生代表學會籌辦活動，並積極及主動主持攤位活動。
<p>e. Self-efficacy 自我效能感</p> <p>(Extra-Curricular Activities Committee 課外活動組)</p>	<p>3. A leadership training programme "Adventure-ship" 乘風航領袖訓練計劃</p> <p>Students holding key posts were invited to join the programme and were trained in skills of leadership, collaboration, communication, problem-solving, etc.</p> <p>邀請擔任主要職位的同學參與乘風航領袖訓練計劃，以增進領導、合作、溝通及解難的技巧。</p> <p>4. S4 Leadership training workshops 中四領袖訓練工作坊</p>	<ul style="list-style-type: none"> ● The training programme "Adventure-ship" was originally held on 6/10/2019 but was postponed to 15/12/2019. The programme was cancelled due to social unrest and clashes with tests and SBA deadlines in senior forms. The charge could not be carried forward to the next school year and was paid by the Hong Kong Children & Youth Services. 因社會事件，乘風航領袖訓練計劃無法於原定日子進行活動，惟服務承辦商可提供的日子只有 12 月中旬，極接近學校考期及學生提交各科校本評核報告的日期。考慮到學生的學習及天氣情況，經商議後，校方決定取消此次訓練。今次費用最後由香港青少年服務處承擔。 ● A leadership training day camp for student leaders will continue next year. This programme will be subsidized by the Beat Drugs Drug Special Funding Scheme (Healthy School Programme) in 2020-21. ● 明年將會繼續舉辦領袖訓練日營。訓練計劃由禁毒基金特別撥款計劃（健康校園計劃）資助。 ● 70.87% of S.4 and 86.89% of S.5 students held ECA posts this year. S.5 met the success criteria (> 75%) but S.4 could not. 由同學擔任課外活動學會或組織的學生領袖中，有 86.89% 為中五同學，達標；中四同學只有 70.87%，不達標。（標準為 75%）

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		<ul style="list-style-type: none"> ● S.4 training workshops were recorded in videos and sent to students. They are expected to learn how to write proposals, formulate budgets and write work plans for activities from the videos. 中四的領袖訓練工作坊內容包括撰寫財政報告、建議書以及工作計劃等。有關內容已錄製成短片，發放給中四同學學習。 ● Number of activities were greatly reduced due to the class suspension in this school year, a survey for student leaders' reflection on their self-efficacy was cancelled 不少活動因停課關係取消，故今年並未有就有關自我效能進行學生問卷調查。 ● To boost self-efficacy in S.4 students, they will be strongly encouraged to take up the key posts in student organizations. 課外活動組會繼續鼓勵中四同學積極擔任各組織或學會等重要職位。
<p>e. Self-efficacy 自我效能感</p> <p>(Extra-Curricular Activities Committee 課外活動組)</p>	<p>d. To nurture more junior form students to become leaders. 栽培初中同學成為學生領袖</p> <p>Leadership training for junior form leaders 為初中學生領袖提供領袖訓練</p> <p>A requirement of the minimum number of S.2 and S.3 committee members in clubs or houses 初中領袖於學會和社中的數目要求</p>	<ul style="list-style-type: none"> ● Workshops were arranged for S.1 –S.3 class committee members. They were instructed to fill in the class committee reports in the workshops and have discussion on holding an activity for their class. 為中一至中三級班會學生舉辦工作坊。 ● There were 23 Junior Leaders in clubs, 9 in houses and 2 in Students' Union respectively. 合共有 34 位初中生分別擔任學會、社及學生會的初中領袖職位。 ● According to club advisors, some junior leaders were quite active in holding activities because they had fewer supplementary lessons after school. Therefore, the imposition of "Junior Leaders" could improve activity organization when senior forms are preoccupied by studies, and nurture junior form students to be potential leaders for the school. 從老師觀察所見，初中領袖表現積極投入，這或與初中較高中同學多空間及時間有關。加設初中領袖職位，正好修補高中忙於學業而未能兼顧領導角色的缺口，同時是培育有領導潛能的同學的機會。 ● Evaluation forms were not distributed to junior form committee members due to a long period of class suspension. 不少活動因停課而取消，故此今年將不向有擔任職務的初中同學派發評估表。 ● It is recommended that trainings should be given to Junior Leaders at the beginning of the school year and in the mid-term in order to offer continuous support to them. 建議初中領袖生可於學年初及年中接受學校有系統的領袖訓練，以支援同學成為一位可勝任的領袖。

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f. Reasonable expectations 合理期望 (Careers Committee 就業組)	a. Careers & JUPAS counselling and Mentorship Programme 職業及升學輔導及朋輩計劃	<ul style="list-style-type: none"> ● S.5 and S.6 JUPAS counselling by teachers from the Careers Committee and Mentorship Program was cancelled to avoid the spread of coronavirus. Teachers and mentors have prepared a lot of videos (in AeroDrive\info4\careers4s) to provide support for our students. 中五及中六級選科輔導和朋輩計劃因疫情影響而取消面談、討論等活動，改以短片形式將資訊發放給同學。 ● For the release of DSE results, our mentors had set up WhatsApp Groups to answer questions from S6 students with a high response rate. Most S6 students felt free to ask our alumni a lot of questions, and they were very happy with the support being provided. A lot of DSE students received high-quality advice. 朋輩輔導員於放榜期間設立升學及選科熱線，支援應屆考生的各項查詢。不少應屆同學通過熱線查詢，並得到高質的建議。同學因感到師兄師姐的愛護及支援，均感到十分鼓舞。
f. Reasonable expectations 合理期望 (Careers Committee 就業組)		<ul style="list-style-type: none"> ● Many of the parents and students do not prefer SSSDP degrees, as they believed those courses were inferior compared to UGC-funded degrees. 許多家長和學生不喜歡 SSSDP 提供的學位課程，因為他們認為這些課程與政府資助的學位相比較差。 <p>Recommendations 建議</p> <ul style="list-style-type: none"> ● S5 JUPAS counselling should be done before the summer holiday so students can have better preparation. S5 JUPAS 諮詢應在暑假前進行，這樣學生就可以有更好的準備。 ● Teachers are too busy in early September and would prefer to have counselling sessions during the post exam period. 教師在 9 月初太忙，他們寧願在試後活動期間進行這個輔導工作。 ● Insufficient manpower and counters, some students and parents had to wait for more than 1.5 hours. We may need support from S6 class teachers next year, as they can provide more advice for students. 放榜日人手緊拙，未能有效地應付大量查詢。由於中六班主任對自己班別的同学較為認識，相對清楚個別同學的需要，故升就組計劃來年或會安排中六班主任一起解答同學的升學查詢，給予個別需要的建議。 ● More information about SSSDP should be provided to S5 and S6 students. 應向 S.5 和 S.6 學生提供更多有關 SSSDP 的信息。

Factors of resilience 抗逆力因素	Strategy / Measures 策略 / 應對措施	Extent of targets achieved 目標完成度 Follow-up actions / Recommendations 跟進行動 / 建議
	<p>b. Parents' Talks 家長講座</p> <p>Parents: Setting reasonable expectations and goals for their children. 家長：如何訂定合理期望及目標</p> <p>Junior students: Setting realistic goals and breaking their goals into mini steps. 初中學生：訂定合理目標，並將目標化為較易達成的小目標</p>	<ul style="list-style-type: none"> ● S3 Parents' night 中三家長晚會 Presentation on importance of choosing right elective subjects for DSE and JUPAS. 向家長講解選科對 DSE 及揀選 JUPAS 的重要性。 ● S4 Parents' Night 中四家長晚會 Due to social unrest, the Parents' Night was cancelled 由於社會事件，原定於 22/11 的中四家長日取消。 ● S5 and S6 Parents' Night 中五及中六家長晚會 S5 and S6 Parents' Night was combined into a Parents' Day on 7 Dec 2019. To avoid the spread of Corona virus, seats were sparsely spaced to increase the distance between each family. Moreover, only one parent from each family could join the Parents' Day due to the limited number of seats. 將中五及中六家長日合併於 7/12/2020 舉行。由於須嚴守社交距離，故每個中六家庭，除中六同學外，只可有一位成員出席。
<p>f. Reasonable expectations 合理期望</p> <p>(Careers Committee 就業組)</p>	<p>Senior Students: Information and support for students and class teachers (e.g. class teachers will use dummy JUPAS accounts to go through the JUPAS application process together with their students, and with the same schedule).</p> <p>高中學生： 向同學及班主任提供足夠的資訊及支援 (例如：向班主任提供大學聯招的戶口，使班主任可與學生一起經歷報名過程)。</p>	<ul style="list-style-type: none"> ● Parents and students could make well-informed decisions. Instead of just choosing the "Big 3" universities, they spent more time listening to their children and choosing a faculty that their children would be interested in. 家長和學生可以做出明智的決定。他們會花更多時間傾聽孩子的意願，選擇一個孩子感興趣的課程，明白“三大”並不是必然之選。 <p>Recommendations 建議</p> <ul style="list-style-type: none"> ● Consider having shared booths by senior students in the covered playground/ Hall during subject selection week in the coming year. 來年將會請高中同學在禮堂及有蓋操場擺放攤位，讓高中同學與中三同學分享選科經驗。 ● Further information should be provided to parents and students. 須將更多實用的訊息傳遞給家長和學生。

Reflection on Major Concern 2: *To burst students' resilience*

Different departments have launched a wide range of activities to address the school's major concern — boosting students' resilience. Each department focused on one of the six contributory factors of resilience: Empathy, Self-confidence, Personal Safety Net, Positivity, Self-efficacy, and Reasonable expectations.

To enhance their ability to cope with adversity, strategies adopted were diversified. For example, there were talks, award schemes, mentor schemes, competitions, leadership training programmes, mindfulness training programmes, services, visits, and many other activities. Target groups included all forms especially high achievers, low achievers, new students, and student leaders. Most activities were well received by students and teachers. Through participating activities, students were able to better understand themselves and others, learn to see things from different points of view, putting themselves in others' shoes and empathize, develop proper behaviours, cultivate a positive outlook on life, extend their social network, enhance their leadership and set appropriate life goals.

Due to class suspensions from the outbreak of COVID-19, some activities were cancelled inevitably. Some programmes will be rerun or resume in the coming year. To continuously support our students during the pandemic, our teachers worked hard to provide the best resources available through online platforms and will continue to do so in the coming school year. With the concerted efforts made by different departments, we hope that our students can develop into healthy, empathetic and confident individuals.

就重點關注事項二（提升學生的抗逆力）之反思：

就著重點關注事項二（提升學生的抗逆力），本校學生支援部舉辦了很多不同的活動，每個部門負責一項提升抗逆力的因素：同理心、自信心、個人安全網、正向思維、自我效能感及合理期望。

為加強同學的處理逆境的能力，學校採用了多元化策略，包括講座、獎勵計劃、朋輩輔導員計劃、比賽、領袖訓練、禪修等，活動廣受歡迎，受惠各級同學，其中有學業成績優異學生、學業成績稍弱學生、新入學中一新生及學生領袖。透過這些不同活動，學生能更了解自己和其他人的需要，學習從不同的角度去觀察事情，站在別人的立場去思考，多一點同理心，能建立正確的行為和正面的人生觀，擴闊社交圈子，提升領袖能力和定立適切的人生目標。

由於停課關係，今年不少活動被迫取消而改於明年舉辦。但另一方面，為了持續照顧有需要的同學，部份活動亦改以網上形式繼續提供不同的資源和支援。通過不同部門的共同努力，我們希望每個學生都能健康成長，成為有同理心和有自信的人。

III. OUR LEARNING AND TEACHING 我們的學與教

a. Religious Education

宗教教育

1 Goals 宗旨

1.1 Our school motto is to enlighten with wisdom, manifest compassion and pursue kindness and virtue. By instilling Buddhist values into students, we help them build a positive outlook on life and cultivate kindness and empathy.

秉承本校「明智顯悲，至善達德」的辦學宗旨，以佛化教育培育下一代的積極人生觀，並養成他們慈悲喜捨的生活態度、自利利他的人生理想。

1.2 Through joining Buddhist activities, students will be able to enjoy a more fulfilling spiritual life and harmonious learning environment.

藉著本組舉辦的活動，令學生享受到更充實的精神生活，令學校有更和諧的學習氣氛。

2 Major concerns 2019-2020 本年度關注目標

2.1 To instill positive values into students and boost their resilience.

小組透過建立學生樂觀積極人生觀，從而提升學生的抗逆力。

2.2 To teach students that wisdom and compassion are equally important.

小組能借舉辦宗教活動塑造出一個「悲智並重」的佛化校園。

3 Implementation and Review 工作計劃推行情況及檢討

3.1 To instill positive values into students and boost their resilience: Mindfulness training could improve students' awareness, focus and emotional intelligence. These qualities help boost students' resilience.

小組透過建立學生樂觀積極人生觀，從而提升學生的抗逆力：從禪修中提升學生的察覺能力及情緒智商，從而培育學生的樂觀積極人生觀。

Time 月份	Work Plans 擬定計劃及工作簡介
Throughout the year 全年	<p>The Religious Committee joined hands with Fo Guang Jing She to co-organize various mindfulness training and Buddhist activities.</p> <ul style="list-style-type: none">● 5-minute mindfulness training during morning assemblies: BS Teachers or a Buddhist monk will lead all students to do mindfulness practice by concentrating on their breathing from October to March.● S.1 Mindfulness training camp: To enhance students' understanding of mindfulness and provide them with some practice opportunities, all S.1 students will Visit a Buddhist Temple in September.

Time 月份	Work Plans 擬定計劃及工作簡介
	<ul style="list-style-type: none"> ● Teaching by a Buddhist monk: Have a Buddhist monk tutor S.1 and S.3 students Buddhist studies lessons to help junior form students understand Buddhism and mindfulness training. ● Outdoor mindfulness training: Teachers of Buddhist Studies will take 20 students to the countryside for mindfulness training during winter. Through the activity, students would be able to relax and reflect on their life. ● Visiting temples: This activity will be co-organized by the Religious committee and History Club. Students will pay a visit to Tung Lin Kok Yuen in Happy Valley to understand more about the development of Buddhism in Hong Kong and the history of World War II. <p>本年宗教組透過「健康校園在善德」計劃，邀請佛光淨舍合作，請湛遠法師及青年佛教組織「青一釋」協辦不同禪修或佛法活動。</p> <ul style="list-style-type: none"> ● 早會 5 分鐘禪修：於 10 月至 3 月安排老師或法師帶領全體師生進行聽禪或專注呼吸的禪修； ● 中一禪修體驗日：於 9 月安排全體中一學生前往佛光淨舍，初嘗試認識及實踐禪修； ● 法師授課：湛遠法師走入中一及中三課室，與學生一起上課，認識佛法及禪修； ● 野外禪：擬於本學年冬季舉行一次校外禪修活動，宗教老師聯同法師帶領約 20 位學生到郊外地方進行禪修活動，學生借活動放鬆身心並反思生命； ● 寺院參觀：與歷史學會合作，於來年三月參訪位於跑馬地的東蓮覺苑，了解本地佛教的發展及二次大戰時港島的歷史。

Review:

This is the first year of the implementation of the Healthy School Programme. The Religious Committee cooperated with external Buddhist organization, Fo Guang Jing She, to organize various mindfulness training and Buddhist activities. However, due to the social unrest in 2019 and the Covid-19 pandemic in 2020, some of the activities were cancelled or changed:

- 5-minute mindfulness training during morning assemblies: Only one mindfulness practice was held as morning assemblies were cancelled since November. On that day, Ms. Lee Lai Yee, our Buddhist Studies teacher, led all students to do stretching and breathing exercises. According to teachers' observations, most senior form students actively participated in the activities. It might be that senior students were all well trained in the BS lesson and were familiar with the practice. However, junior form students were quite inattentive during the mindfulness training session. The students and teachers reflected that the sound of the PA system was low and unstable so they could not hear the instructions clearly. The 5-minute mindfulness training during morning assemblies will continue in the next academic year. We will invite some senior students to help the junior form students during the training session.
- S.1 Mindfulness training camp: A total of 90 S.1 students participated in the Mindfulness Training Camp on 13 September 2019. According to the questionnaire, 68.9% of participants expressed that they understood the meaning of full mindfulness after the training camp. About 70% of participants expressed that the activities of Zentangle art, mindful walking and mindful eating could improve their emotional intelligence.
- Teaching by a Buddhist monk: A total of 4 online lessons about the Five Precepts were held. Students actively participated in the lesson and the Buddhist monk, Sik Tsam Yuen, was professional and showed enthusiasm in answering the questions raised by students. It was fruitful to both sides.
- Outdoor mindfulness training: Due to the Covid-19 pandemic, the activity was cancelled. The Outdoor mindfulness training will be held next year on Lantau Island.
- Visiting temples: Due to the Covid-19 pandemic, the activity was cancelled. It will be held next year.

檢討情況：

本校首年度參加【健康校園在善德】，並嘗試校外弘法組織佛光淨舍合作，與湛遠法師及青年佛教組織「青一釋」協辦不同禪修或佛法活動。惟由於 2019 年社會運動及 2020 年新冠狀病毒，部份活動取消或改為其他方式進行：

- 早會 5 分鐘禪修：原定全年共進行 5 次早會禪修，惟由於自 11 月中旬學校取消早會，本組只於 11 月舉行一次早會禪修。當日由李麗儀老師帶領全校同學在操場進行伸展身體及專注呼吸的動作。依佛學老師觀察所見，靠近台前的高年級同學表現

投入，而遠方的初中同學則表現散亂，一來是因為音響效果不穩定，二來高中同學在平日佛學課已有上述練習的經驗，所以較易明白老師指令及投入活動。縱使本年度早會禪修未能達到如期效果，但仍計劃來年繼續進行，屆時將邀請佛青團幹事及高中同學協助初中同學進行，望能令初中同學都能一同投入活動。

- 中一禪修體驗日：活動於 2019 年 9 月 13 日如期舉行，當日共有 90 位學生參加。根據活動問卷調查結果可見，68.9% 學生認同活動令他們認識和體會到「全面的覺知」；另外，至少 70% 學生分別表示「禪繞畫」、「細味禪」、「托水鉢」三個活動中能改善他們的情緒智商，可見該活動達到目標。
- 法師授課：由於受疫情影響，活動改為網上授課，湛遠法師支援中一任科老師，與中一全級上課共 4 次，解答學生五戒的內容。活動成效顯著，學生在網上積極提問，法師每次也能清晰回答，師生獲益良多。
- 野外禪：計劃原定於二月下旬進行，惟因為疫情取消。湛遠法師及李麗儀老師與青一釋義工已勘察大嶼山郊野公園(嵐山)，並選定以此為舉行地點。活動將延期一年舉行。
- 寺院參觀：計劃原定於二月下旬進行，惟因為疫情取消。活動將延期一年舉行。

3.2 To teach students that wisdom and compassion are equally important.

小組能借舉辦宗教活動來增強學生的信心，並塑造出一個「悲智並重」的佛化校園。

Time 月份	Work Plans 擬定計劃及工作簡介
Throughout the year 全年	<p>Little Bodhisattva Award Scheme</p> <ul style="list-style-type: none"> ● To encourage students to participate in different religious activities and community activities and to reflect on their life goals. ● To set goals which will benefit not only the students themselves but others, putting the Buddhist spirit of kindness, compassion, joy and equanimity into practice. ● Students can get stamps for the award scheme by joining religious activities and community services. ● The awarding system below could stimulate students' active participation: <ul style="list-style-type: none"> (a) Junior form students who have got 2 stamps in a term will get 10 coursework marks for Buddhist Studies which is equivalent to 4 marks for Buddhist Studies in the student report card. (b) S.2 to S.5 students who have got 8 stamps in a year can enjoy a free vegetarian buffet at school in the following school year. (c) Students who have got 10 stamps in a year can get a beautiful gift.

Time 月份	Work Plans 擬定計劃及工作簡介
	<p>菩薩行計劃</p> <ul style="list-style-type: none"> ● 宗教組借推行菩薩行積分計劃，鼓勵學生參與不同宗教及社區活動，從中反思心靈成長中的方向和目標。 ● 學校希望同學能透過菩薩行的宗教計劃，為人生訂立積極的目標，實踐佛教慈悲喜捨的精神。 ● 學生參加宗教或社區服務，則可獲蓋上菩薩印章。 ● 為鼓勵學生投入計劃，宗教組將以下中期獎勵及學年獎勵吸引他們積極參與： <ul style="list-style-type: none"> (a) 初中同學每學期取得兩個小印記，即可被嘉許佛學科平時分 10 分（等同成績表內佛學科 4 分）； (b) 中二至中五同學凡儲齊八個印章，可於來年四月免費出席素食自助餐； (c) 學生於全年儲齊十個印章，可獲精美禮物一份。
Throughout the year 全年	<ul style="list-style-type: none"> ● The Buddhist Spiritual Centre is the headquarters of the promotion of Buddhism in our school. Many religious activities were held in the Centre. (Teacher-in-charge: Ms. LY Lee) ● Buddhist Youth Club is a student organization which helps the teachers organize religious activities inside and outside the school. Committee members of the Club have meetings at least once a week to prepare for the activities. (Teachers-in-charge: Ms. LY Lee, Ms. HL Law and Mr. KC Hui) ● Religious teachers and the committee members of the Buddhist Youth Club would participate in the religious activities outside the school to accumulate experience in promoting Buddhism. ● 「心靈覺」的使用：「心靈覺」是本校宗教活動中心，其取名乃是「心靈醒覺的地方」之意思；校方透過建立本中心作為弘法工作的大本營。 [負責老師：李麗儀老師] ● 佛青團是一個由學生組織的弘法組織，協助宗教組老師舉辦校內外不同活動。佛青團的核心學生幹事每星期至少開會一次，以籌劃及跟進各弘法活動的工作情況。 [負責老師：李麗儀老師、羅曉琳老師、許建聰老師] ● 宗教組老師及佛青團學生幹事不定時參與校外弘法工作，從工作經驗中增加弘法的信心。

Time 月份	Work Plans 擬定計劃及工作簡介
Throughout the year 全年	<ul style="list-style-type: none"> ● External competitions: Students can understand more about themselves and build up confidence through training and participating in competitions. (Teacher-in-charge: Ms. CH Wan) 校外比賽：學生能從培訓及參與比賽認識自己，建立自信心。 [負責老師：溫翠霞老師] ● Buddha's Birthday Writing Competition: To promote the dogma and spirit of Buddhism to the general public. 全港佛誕徵文比賽：藉徵文比賽來向公眾宣揚佛教的教義及精神。
October to May 10月至5 月	<ul style="list-style-type: none"> ● Offering flowers to the Buddha: To create a religious atmosphere in the campus and teach students to be respectful to the Buddha. 供花會：藉供佛活動來營造校園的宗教氣氛，培養學生對佛陀的崇敬心。
February 2月	<ul style="list-style-type: none"> ● Wishing Lamp activity: Students can make wishes in the activity which also teaches them to care about others and our society. 點燈祝願活動：透過點燈祝願活動，讓學生為自己誠心發願外，更可借此帶出「正念思考」的樂觀態度。
October and March 10月及3 月	<ul style="list-style-type: none"> ● Vegetarian Lunch in Silence: The lunch gathering would be held once in every term. By eating in silence, students could focus on their food and learn to be grateful. ● 止語素食午餐：每學期舉行一次素食午餐，學生透過止語進食，讓他更專注於食物，並從而培養感恩心，縱使面對不悅的事情也可以另一角度去思考事情。
April 4月	<ul style="list-style-type: none"> ● Ching Ming Memorial Assembly: In the Assembly, Buddhist monks and participants would worship, remember and dedicate to our ancestors. Religious teachers would explain the meaning of the activity to students in advance. 清明思親法會：藉捐獻活動來宣揚佛教的慈悲精神。為了建立學生對是次法會的正確認識，科任老師將適時在課堂講解是次活動的意義，期望吸引更多學生參加。
April 4月	<ul style="list-style-type: none"> ● Conversion Ceremony: The Religious Committee would encourage students to learn and become a Buddhist as their life-long goals. 全港萬人皈依大會：本組透過不同方法，鼓勵學生參與萬人皈依大會，以學佛作為人生目標，正式成為佛教徒。
May 5月	<ul style="list-style-type: none"> ● Buddha Bathing Ceremony: The Buddha bathing activity would be held in remembrance of the Buddha and teaching students some good values. 校內浴佛大典：本校透過浴佛儀式、佛誕話劇及法師開示的活動，借紀念釋尊降世來向學生灌輸正知正見，從而讓他們明白自信心的重要。

Review 檢討情況：

- Little Bodhisattva Award Scheme

As affected by social activities and class suspension, many religious activities and social services were cancelled. Students could not participate in the Little Bodhisattva Award Scheme. Instead, BS teachers count the number of online exercise completed by students to give out the awards. The following is the performance of the junior form students:

菩薩計劃：由於受社會運動影響，大部分宗教活動及社會服務取消，所以學生沒有機會實踐菩薩行計劃。直至下學期停課期間，佛學老師以統計學生完成網上練習次數代替，初中各級表現如下：

Form 年級	Term 2 下學期	Form 年級	Term 2 下學期
1A	56.3%	2C	96.9%
1B	78.8%	2D	87.9%
1C	87.9%	3A	77.4%
1D	84.8%	3B	64.5%
2A	93.8%	3C	100%
2B	84.4%	3D	94.3%

- The use of the Buddhist Spiritual Centre and the Buddhist Youth Club: There were 18 student committee members in the Buddhist Youth Club this year. They worked together with three teachers-in-charge to organize religious activities in the school. Most of the activities would be held in the Buddhist Spiritual Centre. However, as affected by the social situation and the outbreak of Covid-19, most of the activities were cancelled. On the other side, with the help of the Buddhist Youth Club, the Religious Committee was able to organize activities promptly to cater for the needs of students caused by emergent situations.

「心靈覺」的使用及「佛青團」組織：佛青團共 18 位幹事，連同三位負責老師，肩負學校主要宗教活動，以往在「心靈覺」舉行不同活動，成效顯著。惟由於受社會及疫情影響，今年大部分工作取消。另一方面，由於時局及學校的突發情況，佛青團幹事協助老師，在短時間內進行活動，以切合當時需要。

- Our society was in political and emotional turmoil during the autumn in 2019. The Religious Committee organized a series of activities, including keychain making, singing and mindfulness training, for students to join on Wednesdays. These activities helped students to find peace in their minds. Besides, Principal Ho Moon Tim passed away in December 2019. The Buddhist Youth Club organized a Wishing Lamp activities in less than two days to provide an opportunity for teachers and students to express their feelings and emotions.

9 至 10 月時，時局令人心不穩，宗教組當時逢星期三舉行一系列「和你同行」活動，包括製作收縮膠鑰匙扣的「和你玩」（參加人數超過 70 人）、與老師一起做手語唱「BREATHING IN BREATHING OUT」的「和你唱」（參加人數 15 人）、一起禪坐觀呼吸的「和你坐」（參加人數約 8 人），活動一直維持至 10 月中結束。另外，12 月時何校長離世，佛青團在不足 2 日籌備點燈活動，提供空間讓師生紓發情緒。

- External competition: Three S.6 students got Merits in the Buddha's Birthday Writing Competition.
校外比賽：中六級陳映霖、錦雯及陸穎琳獲得全港佛誕徵文比賽比賽優異獎。
- The Religious Committee planned to organize seven times of flowers-offering activity in 2019-2020. However, as affected by the pandemic, the activity was held only once in October 2019. A total of 98 students offered flowers to the Buddha.
供花會：原定全年舉行 7 次活動，但最後只在 10 月舉行 1 次，當日共有 98 位同學參加。
- The Wishing Lamp activity scheduled in February 2020 was cancelled due to the pandemic. On the other side, Principal Ho Moon Tim passed away in December 2019. The Religious Committee held the Wishing Lamp activity for Principal Ho during lunchtime from 16/12 to 18/12. A total of 280 teachers, students and parents lightened the lamps to deliver their remembrance of Principal Ho.
點燈祝願活動：由於疫情停課，原定於二月舉行的活動無法舉行。另一方面，由於 12 月時何校長離世，本組於 12 月 16 日至 18 日三天午膳時間舉行「校長點燈悼念會」，讓師生及家長到場點燈向何校長送上最後的祝福，該活動約有 280 位人士參加。
- Vegetarian Lunch in Silence: The activity was cancelled due to the social activities and pandemic.
止語素食午餐：受社會運動及疫情影響，活動取消。
- Ching Ming Memorial Assembly: Due to the Covid-19 pandemic, The Hong Kong Buddhist Association organized the Assembly closed-door. We informed the parents about the details of donation via e-circular.
清明思親法會：受疫情影響，活動改由佛聯會直接負責，校方以通告知會家長捐款詳情。
- The Conversion Ceremony was cancelled due to the Covid-19 pandemic.
全港萬人皈依大會：由於受疫情影響，活動取消。
- The Buddha Bathing Ceremony was cancelled due to the Covid-19 pandemic.
校內浴佛大典：由於受疫情影響，活動取消。

4 Evaluation of the Committee's Works

科務工作成效評鑑

Although some programmes and activities were cancelled due to the social situation and pandemic, the Buddhist Studies Department managed to organize new activities according to the needs of the school at different times. With the experience and dedication of teachers, all the activities were held smoothly. Our school was also thankful to Ven. Tsam Yuen and Buddolescent, a group formed by our alumni for their support and help. If it had not been for their assistance, the activities would not have been carried out successfully.

今年一方面因為時局而取消計劃，但另一方面同樣因時局而需要突發安排活動或變動原定安排，慶幸憑著宗教組同事多年工作經驗，再加上大家無私地努力面對困境，實踐佛教悲、智、願、行的大乘精神。此外，我們又得到校外支援，由舊生組織的青一釋及離職同事湛遠師的盡力幫助，才可以在逆境中盡量完成工作。

b. Exposure to and experiences of using English

- Our English immersion environment enabled students to extend their English learning experiences beyond the classroom.
- All S5 and S6 students took turns to announce news of school activities in English at morning assemblies and students of all forms have the chance to make announcements in English at various school functions.
- Students listened to and used English on many occasions such as morning assemblies, hall assemblies, Sports Days, Student Union elections, Graduation Days, Closing Ceremony and other official activities.
- The Native English Teacher organized 30 minutes of English Focused Activity each week for our S.1 students during the lunch time. The NET also organized special activities before the Halloween Day, a Mexican cultural day and the Australian National Day. She also trained students to participate in the English drama competitions.

浸沉英語學習環境

- 我們為學生提供完善的英語浸沉環境，積極鼓勵同學在課堂以外使用及練習英語。
- 所有中五及中六級學生在早會以英語宣布學校活動，各級學生亦能在各項學校活動中使用英語擔任司儀。
- 學生在眾多場合均需鍛鍊聆聽英語的能力，例如早會、禮堂集會、運動會、學生會選舉、畢業禮、散學禮及學校宣佈等。
- 外籍英語老師每周和中一學生在午飯時間進行 30 分鐘的英語活動。外籍英語老師也會在一些節日前及澳洲國慶日前舉辦特別活動。她也有訓練學生參加英語話劇比賽。

c. Reading

- To nurture a reading culture, Morning Reading Sessions of 15 minutes were arranged every Tuesday, Wednesday and Friday from 8:15 am to 8:30 am. Students also shared their reading thoughts in their book reviews and class presentations during the four reading sessions assigned for the purpose.
- In the Morning Reading Session, junior form students were required to read English newspapers every Tuesday so that they could cultivate a reading habit and appreciate some English texts with good quality. Senior form students could choose the reading materials they like. They may make use of every Tuesday to read texts for their English SBA.
- In the Morning Reading Session, all students must read the Chinese school-based materials every Friday to improve students' reading ability and evaluation ability.
- Chinese Department implemented the “assigned books” reading scheme this year. A reading list for each form and the reading booklet were disseminated at the beginning of the school year. Students were asked to buy the books or borrow them from the library and complete some book reports within the time limit. Junior secondary students were asked to read three books in each term and get a total of six books within the school year. Senior secondary students were asked to read two books in each term and one book during the summer vacation and get a total of five books yearly.
- There was a Chinese reading class for S.1 to S.3 school-based reading materials were assigned to students. Students were required to write the book report at the end of school term.
- The Chinese department held a reading activity. The Chinese teacher led students to read literary works in turn, so that students could explore more famous writers, thereby improving the quality of reading.
- One lesson was used as the English reader class for S.1 to S.3 every week. Students were asked to read one or two set readers each year and take reader tests on those set readers every term.
- S.1 to S.3 students were required to do a set number of book reports each term.
- S.1 to S.6 students had regular English reading quizzes on different reading passages selected by English teachers.

閱讀

- 為了建構閱讀文化，每逢星期二、三及五，八時十五分至八時三十分定為晨讀時段，並設有 4 節閱讀時段供同學分享閱讀書籍的心得。
- 晨讀時段，初中同學每個星期二均須閱讀英文報紙，以培養良好的閱讀習慣，高中同學可以自由選擇晨讀材料，以滿足英文校本評核的要求。
- 晨讀時段，全級同學每個星期五均須閱讀中文校本每周閱讀冊，以提昇學生閱讀能力及評鑑能力。
- 中文科另設指定書目閱讀計劃：學期初派發每周閱讀冊，內附各級指定閱讀書目一覽表。同學須按各級所列書目自行購買或於圖書館借閱，並於指定日期完成讀書報告。初中上下學期各閱 3 本圖書，全年共 6 本；高中上下學期各閱 2 本圖書，另於暑假完成 1 本圖書，全年共 5 本。

- 中一至中三級設有每星期一堂中文閱讀課，以校本每周兩篇為閱讀材料，計入考試閱讀分內。
- 中文科設圍讀活動，由中文科老師輪流帶領同學閱讀文學作品，以點到面，讓同學涉獵更有名作家，從而提昇閱讀質素。
- 中一至中三設有每星期一堂英語閱讀課，同學需完成閱讀指定書目，每學期設有一個相關測驗。
- 中一至中三學生需於每學期完成指定數目之閱讀報告。
- 中一至中六設有定期英文閱讀測驗。

d. Catering for Learner Diversity

To cater for the diversified academic needs of students, the following support measures were provided:

- S.1 English and Chinese teaching and learning are conducted in small groups, with four classes divided into five groups (including one remedial group for English and one remedial group for Chinese. Besides, there is one English elite group).
- S.4 and S.6 students were grouped from 4 classes into 5 groups with a smaller class size.
- Saturday classes were organized for S.1, S.2 and S.3 students experiencing difficulties in learning English, Chinese or Mathematics, so that they could be equipped with more efficient learning strategies.
- After school / Saturday Chinese, English and Mathematics tutorial classes for S.6:
Graduates with excellent results in HKDSE were recruited to strengthen the examination skills of students with weak foundation
- S.3 Chinese acceleration group: Focused training on reading and writing skills.
- S6 English acceleration group:
6A and 6B's English teachers gave strong students additional writing and speaking practice.
- Students having a strong aptitude towards Mathematics received training in the Mathematics Olympiad Group and were also encouraged to participate in Mathematics competitions and courses for elite students organized by universities and international schools.
- Students showing talents in science, humanities, mathematics and leadership qualities were also recommended to join the Hong Kong Academy for Gifted Education to enroll in related courses.
- Students interested in science were encouraged to participate in workshops organized by various science communities and territory wide competitions.

拔尖保底措施

為了更全面照顧學生的個別學習差異，本校採取下列措施：

- 中一英文科及中文科採用小班教學，四班學生分別分成五組上課（中英文科均設一組補底班，英文另設有精英班）。
- 中四及中六每級學生被編成五組上課，每班人數都有減少。
- 每逢週末安排中一、中二及中三級「週六輔導班」，旨在提升部分對英文，中文或數學學習有困難的同學的學習能力，改善其學習方法。
- 中文、英文及數學科中六級設課後／週末輔導班：聘任文憑試成績優異的畢業生擔任導師，為成績較弱的同學加強應試技巧。
- 中三中文精進班：教學內容以寫作、閱讀為訓練重點。
- 6A 和 6B 英文科老師為成績優秀同學進行和寫作和說話加強訓練。
- 對數學有興趣及天份的同學可獲推薦參加奧林匹克數學小組。奧數小組成員會獲校方推選參加數學比賽及參與由大學及國際學校主辦的資優數學課程。
- 於科學、人文學科、數學及領袖才能各領域有天份的同學獲推薦進入香港資優教育學院修讀相關課程。
- 鼓勵精英學生參加中學生物奧林匹克比賽，讓他們取得滿意成績以增強他們學習的自信。

IV. SUPPORT FOR STUDENT DEVELOPMENT 我們對學生成長的支援

a. Student Development 學生成長支援

- Students were provided with ample opportunities to develop their potentials through participating in and becoming leaders in various students' organizations, e.g. Students' Union, Houses, Clubs, Class Committees, etc. 70.87% and 86.89% of S.4 and S.5 students took up ECA posts in various student organizations this year. A new post "Junior Leader" was created in the board of committee of each club to prepare more junior form students to become leaders in the future.
- To recognize the contribution of student leaders, an Inauguration Ceremony for Student Leaders was held where student leaders received Appointment of Certificates or badges.
- To encourage students to develop their personal interests and their potentials through participating in various extra-curricular activities, each S.1 and S2 student should join the Sin Tak's SUM Scheme. They should engage in any one of the three categories of ECA: Sport teams, Uniform groups or Musical Instrument Classes.
- A Mountaineering Course and Lion Dance Training Course, which was co-organized by external organizations and the Board of Discipline, were provided to some target groups in order to boost self and team discipline. For the Mountaineering Course, seven students enrolled in the course with two of them completing the course and were awarded a certificate. For the Lion Dance Training, with positive responses and popularity from creating a festive ambience during their debut performance on the Chinese New Year Celebration Day, we would make it a regular event. More importantly, participants gained a sense of achievement and their self-esteem was highly boosted after the event.

- The School-based After-school Learning and Support Programmes and the Student Activities Support Grant provided financial support to students with financial difficulty so that they could participate in various learning activities including musical instrument classes and uniform groups.
- An S.1 overnight camp and Guidance Captains Programme were held to build a personal safety net for S.1 students so that they were able to adapt to secondary school life faster.
- A project called “Joyful@School Programme” (尊重生命，逆境同行-好心情@佛教善德英文中學) was launched. It was especially designed for S.2 students with a focus on fostering their resilience. It was a secondary preventive programme. Participants showed positive changes in attitude.
- Two social workers (one male and one female), a school-based speech therapist and an educational psychologist were employed to provide support to students with emotional or behavioral problems and students with special educational needs.
- In the Mentorship Programme provided by the Career Committee, alumni of different universities were invited to share useful information as well as their own personal experience with our S.6 students to aid them in their preparations regarding university application.
- 透過參加各類學生組織和成為組織的領袖，學生有眾多機會發展潛能。對於同學擔任課外活動學會或組織的學生領袖，中五同學有 86.89%，中四同學有 70.87%。為了培訓初中學生成為未來領袖，學校於每個學生組織中增設「初中領袖」一職，邀請部份有潛質的初中同學擔任不同學生組織的幹事。
- 為了嘉獎同學擔當領導崗位、提升他們的自信心和自我效能感，本校在年初舉辦了「學生領袖就職典禮」，在全校學生面前向學生領袖頒發委任狀。
- 為鼓勵同學發展輕趣及個人的潛能，本校設有「善德一 SUM 計劃」，鼓勵中一及中二同學參加運動團隊、制服團隊和樂器班。
- 為改善同學個人紀律及提升團體精神，訓導處為有需要同學提供山藝課程及醒獅訓練。去年有 7 名學生參與山藝課程，有 2 名成功考獲山毅證書。至於醒獅隊，隊員在新春聯歡會中的表演令人擊節讚賞，為大會帶來濃濃的節日氣氛，為整個活動帶來高潮。家長、教師、同學等對醒獅隊各成員的動作難度、表現及投入均表示欣賞。醒獅隊成員認為自己在參與醒獅隊的訓練後，令他們加強了成就感及自尊感。
- 課後學習支援計劃及學生活動支援津貼提供經濟援助予有財政困難的學生，使他們可以參加各種學習活動包括樂器班及制服團隊。
- 「中一成長營」和「大哥哥大姐姐計劃」能為中一同學建立一個人際安全網，幫助他們更快適應中學生活。
- 學校推行了「尊重生命，逆境同行-好心情@佛教善德英文中學」的新計劃。它是為中二學生而設計，聚焦在加強他們的抗逆力。那是一個二級預防計劃，參加者在態度上都顯現正面的轉變。
- 本校聘請了兩名社工（一男一女）、一名校本言語治療師及一名教育心理學家，為有情緒或行為問題的學生和有特殊學習需要的學生 (SEN) 提供支援和協助。
- 升學及就業輔導組推出的朋輩計劃，邀請了不同大學及院校的校友與中六同學分享有關升學資訊，協助同學作出更好的準備。

b. Student Support Team – SEN Team

學生支援組——特殊教育需要小組

Targets

The SEN Team aims to provide holistic support to SEN students on the academic, social and family aspects by cooperating with different academic and student support departments. School policies, professional services, home-school cooperation would be implemented to cater for students’ needs.

(*Activities highlighted in grey were organized by the SEN Team. The others were arranged by different subjects and departments to exercise the inclusion policy of the school.)

本組目標

與各部門協調，為有特殊教育需要的學生提供全面性的支援，包括學業、社交、家庭方面的問題，從學校措施、提供專業服務、家校合作等方面照顧他們。

(*灰色標示為本組主辦活動，其他為全校性共融政策下的不同科組活動)

重點關注事項 Major concern	目標 Target	協調科組、措施/活動 Department(s) involved, plans and activities	評估成效方法 Evaluation methods	成效 Results
<p>追求卓越，提升學習動機</p> <p>Enhancing students’ motivation towards learning and pursuing achievement / success</p>	<p>為有特殊學習需要的學生，提供針對性學習支援，幫助他們跟上學校進度，提升學習動機，追求進步</p> <p>To enhance SEN students’ learning motivation by providing them with targeting learning support so that they could catch up with the learning process.</p>	<p>校內及公開試特別考試安排 (統測、考試、DSE) (考試組)</p> <p>Special arrangements for tests and exams (uniform tests, final exams & HKDSE) (The Exam Team)</p>	<p>計算加時後的得分</p> <p>Marks achieved after special arrangements (i.e. addition of time) were given</p>	<p>普遍學生分數得提升，個別 1-2 位本身沒有溫習，所以加時後表現未見有進步</p> <p>Most students got higher marks with extra time given. However, a few students did not do the revision so their results did not improve.</p>

重點關注事項 Major concern	目標 Target	協調科組、措施/活動 Department(s) involved, plans and activities	評估成效方法 Evaluation methods	成效 Results
		中一中、英文加強班 (中文科、英文科、教務組) S.1 Chinese and English Enhancing Programme (Chinese, English & Board of Studies)	老師觀察、成績 - Teachers' observation - Students' results	停課期間 SEN 學生課業明顯追不上 SEN students' academic performance obviously fell behind their peers.
		復課功課輔導班共 17 節，第 12 節開始轉網上視像授課 (每節 1 小時) Homework tutorial classes (commenced after class resumption) (1 hour/class) 1 st to 11 th class: face-to-face 12 th to 17 th class: online	導師觀察報告、學生自評報告、導師及學生網上問卷 - Tutors' observation - Students' self-evaluation - Online questionnaires completed by the tutors and students	學生全部認同導師耐心指導，並對他們的學習有幫助 All students agreed that the tutors were patient and could help with their studies.
		復課期間功課調適 (由特殊教育需要統籌主任聯絡科任老師) Adjustment of homework (after class resumption) (SENCO would inform the subject teachers)	老師跟進補交情況 Subject teachers would follow up the progress of students handing in homework	普遍學生復課後能補交欠交功課，個別學生則復課後仍無法完成所有欠交功課 Most of the students could re-submit the homework they missed. However, some of the SEN students still could not hand in all of their homework.

重點關注事項 Major concern	目標 Target	協調科組、措施/活動 Department(s) involved, plans and activities	評估成效方法 Evaluation methods	成效 Results
		一對一學業指導 One-on-one academic consultation	科任老師檢視成績 Students' results	同學補習科目下學期有顯著進步 Students got great improvement on the consulted subjects in Term 2.
		校本言語治療服務 School-based speech therapy service	言語治療師個別報告 Individual reports provided by the speech therapist	本校學生普遍屬輕微言語障礙，經持續訓練後已見改善 In general, our students only got mild speech symptoms and their situations improved after continuous training.
提升學生的抗逆力 To boost students' resilience	針對 SEN 學生需要，在社交技巧、情緒健康方面提供支援，以助他們克服困難，保持正向思維。 To provide supports to SEN students on social skills, emotional health and other aspects that suit their needs. The supports could help students overcome challenges and be positive.	外購臨床心理學家輔導服務 Outsourcing counselling service of clinical psychologist	臨床心理學家輔導報告 Counselling reports by the clinical psychologist	普遍學生經臨床心理學家跟進後能夠情緒控制方面有改善 Most of the students improved their performance in controlling their emotions after receiving the counselling service.
		校本教育心理服務 School-based educational psychology service	教育心理學家跟進報告、會議 - Reports from the educational psychologist - Meetings	教育心理學家跟進下，可找出 SEN 學生接受評估，並針對他們的需要接受支援 The education psychologist could assess and identify SEN students in need and provide suitable targeting support to them.

重點關注事項 Major concern	目標 Target	協調科組、措施/活動 Department(s) involved, plans and activities	評估成效方法 Evaluation methods	成效 Results
		山藝達人 (訓導組) Mountaineering programme (Board of Discipline)	導師觀察、考證書、 家長回饋 - Tutors' observation - Achievement of Mountaineering Certificates - Feedback from parents	所有參與同學投入活動，並考 取一級山藝證書 All students enjoyed the activities and achieved the Mountaineering Certificates (Grade I).
		中一、二社交技巧小組 S.1 & S.2 Social skills training	導師觀察報告 Tutors' observation	同學能投入活動，掌握社交技巧 Students enjoyed the activities and could master the social skills.
		桌遊小組 (社工 Louis) Board games (Social worker: Louis)	社工觀察 Social workers' observation	停課關係今年未能舉辦 The activities were cancelled due to class suspension.
		義工服務 (社工 Louis、Nicole) Voluntary services (Social workers: Louis and Nicole)	社工觀察 Social workers' observation	部份 SEN 學生抗拒參與義工服 務 Some SEN students refused to join the voluntary services.
		「多分」成長日誌 (公民教育組) “DorFun” (ECA Team)	老師觀察 Teachers' observation	學生投入參與，願意分享正面訊息 Students enjoyed the activities and were willing to share positive messages with others.
		「好心晴」計劃 (輔導組) Joy@BSTC (Guidance Committee)	問卷調查 Questionnaires	

重點關注事項 Major concern	目標 Target	協調科組、措施/活動 Department(s) involved, plans and activities	評估成效方法 Evaluation methods	成效 Results
		禪修課 (宗教組) Mindfulness training (Religious Committee)	老師觀察、學生反思 - Teachers' observation - Students' reflection	停課太久，次數少，有待跟進 Only a few training sessions were held due to class suspension.
		早會禪修 (宗教組) Mindfulness training during the morning assemblies (Religious Committee)	老師觀察、學生反思 - Teachers' observation - Students' reflection	停課太久，次數少，有待跟進 Only a few training sessions were held due to class suspension.
		正念唱、靜坐活動 (宗教組) Mindfulness singing and meditation (Religious Committee)	老師觀察、學生反思 - Teachers' observation - Students' reflection	學生投入參與，並通過咏唱幫助自己心情平和 Students enjoyed the activities and gained peace in their minds through the mindfulness training.
		DSE 選科工作坊 (升學及就業組) HKDSE Workshops (Careers Team)	老師觀察 Teachers' observation	改為網上進行 The workshop was held online.
		舊生分享講座及面試工作坊 (升學及就業組) Alumni sharing and interview workshop (Careers Team)	老師觀察 Teachers' observation	改為網上進行 The workshop was held online.
		JUPAS 講座 (升學及就業組) JUPAS Talk (Careers Committee)	老師觀察 Teachers' observation	改為網上進行 The talk was held online.

重點關注事項 Major concern	目標 Target	協調科組、措施/活動 Department(s) involved, plans and activities	評估成效方法 Evaluation methods	成效 Results
		中一成長營 S.1 Day Camp	老師觀察 Teachers' observation	學生投入活動、結交到朋友 Students made new friends in the camp and enjoyed the activities.
		大哥哥大姐姐計劃 (輔導組) Guidance Captain Scheme (Guidance Committee)	老師觀察 Teachers' observation	停課太久，見面次數少，有待跟進 Students only met their Guidance Captains a few times due to class suspension.
		中一新生家長溝通 (電話) Talking to S.1 parents (Sunshine phone calls)	老師跟進、家長回饋 - Teachers' observation - Feedback from parents	能夠密切了解學生小學情況，並給予適切支援 Teachers could understand students' situation in primary schools and provide suitable support to them.
		與家長檢討學生進展 (電話) Follow-up students' learning progress with parents (Sunshine phone calls)	老師跟進、家長回饋 - Teachers' observation - Feedback from parents	能夠密切了解學生停課期間情況，並給予適切支援 Teachers could understand students' learning progress during class suspension and provide suitable support to them.
		家長日面談 Parent-teacher conference on Parents' Day	老師跟進、家長回饋 - Teachers' observation	因停課關係家長日取消 The Parents' Day was cancelled due to class suspension.

重點關注事項 Major concern	目標 Target	協調科組、措施/活動 Department(s) involved, plans and activities	評估成效方法 Evaluation methods	成效 Results
			- Feedback from parents	
		家教會室圖書角 Book corner in the PTA room		較少家長借閱 Only a few parents borrowed books from the book corner.
		老師專業進修紀錄 Teachers' professional development	跟從教育局要求人數 Number of teachers received / completed professional development programmes as required by the EDB	已達標 Achieved.
		講座、工作坊： 照顧學習差異、照顧情緒行為問題學生 Talks and workshops on how to take care of students with learning diversity and emotional / behavioral problems.		教育心理學家在教師會議介紹了自閉症譜系障礙特徵及應對建議，但時間較倉促 The education psychologist introduced the symptoms of Autism Spectrum Disorder (ASD) and gave suggestions on how to handle students with ASD at one of the staff meetings. However, as time was limited, the introduction was brief.

V. STUDENT PERFORMANCE 學生表現

a. Hong Kong Diploma of Secondary Education Examination (HKDSE) 2020

香港中學文憑考試 2020

- i. Total no. of subject score with level 4 or above 各科達四級或以上的總科次
470 (63.3%)
- ii. No. of students fulfilling the minimum university admission requirement
符合大學收生成績要求的學生人數
103 (85.1%)
- iii. Best Scores 最佳成績
 - 4 x 5** + 3 x 5*
 - 3 x 5** + 1 x 5* + 1 x 5 + 2 x 4
 - 1 x 5** + 1 x 5* + 5 x 5 + Japanese Language A
 - 1 x 5** + 2 x 5 + 3 x 4
- iv. No. of S.6 graduates admitted to JUPAS undergraduate programs
獲分派聯招大學學士學位的中六畢業生人數
97 (80.2%)

b. Prizes won in Inter-school Competitions (2019-2020)

校際比賽獎項 (2019-2020)

i. Chinese Awards 中文獎項

比賽	獎項	獲獎同學
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	Choral Prose Speaking (Cantonese) – Champion (Junior)	Class 2A 2A 班
Hong Kong Schools Speech Festival 香港學校朗誦節	散文集誦 (粵語) – 冠軍 (初中組)	
	Duo Speaking (Cantonese) – Third Runner-Up (Junior)	2C NG TSUNG WUI JOAN 吳淙滙
	二人朗誦 (粵語) – 季軍 (初中組)	2C WONG HEI CHING 黃晞晴
	Solo Verse Speaking (Cantonese) – Third Runner-Up (Junior)	1C WU WAI YIN 胡慧賢
	詩詞獨誦 (粵語) – 季軍 (初中組)	
	Solo Verse Speaking (Cantonese) – Merit (Junior)	1C CHOW PO YING 周葆櫻
	詩詞獨誦 (粵語) – 優良 (初中組)	
	Solo Prose Speaking (Cantonese) – Merit (Junior)	2B LIANG KA MAN BEE BEE
	散文獨誦 (粵語) – 優良 (初中組)	梁嘉敏

比賽	獎項		獲獎同學
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會 Hong Kong Schools Speech Festival 香港學校朗誦節	Solo Prose Speaking (Cantonese) – Proficiency (Junior) 散文獨誦 (粵語) - 良好 (初中組)	3D	CHAN HANG LOK 陳幸樂
	Solo Verse Speaking (Mandarin) – Merit (Junior) 詩詞獨誦 (普通話) - 優良 (初中組)	1C	HUANG CHING MAN 黃靖雯
	Solo Verse Speaking (Mandarin) – Proficiency (Junior) 詩詞獨誦 (普通話) - 良好 (初中組)	1D	KWOK PAK YIN 郭柏賢
	Solo Verse Speaking (Mandarin) – Proficiency (Junior) 詩詞獨誦 (普通話) - 良好 (初中組)	2D	CAI WAI MAN 蔡蕙蔓
	Solo Prose Speaking (Mandarin) – First Runner-Up (Junior) 散文獨誦 (普通話) - 亞軍 (初中組)	1A	LUO TSZ FUNG 羅梓烽
Solo Prose Speaking (Mandarin) – Merit (Junior) 散文獨誦 (普通話) - 優良 (初中組)	2B	WONG HAU YU 王巧茹	

ii. English Awards 英文獎項

比賽	獎項		獲獎同學
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會 Hong Kong Schools Speech Festival 香港學校朗誦節	English Solo Verse Speaking (Secondary One Boys) Second Prize 英語詩詞獨誦 (中一男子) 第二名	1A	LUO TSZ FUNG 羅梓烽
	English Solo Verse Speaking (Secondary One Girls) Third Prize 英語詩詞獨誦 (中一女子) 第三名	1C	CHAN TSZ LING 陳紫鈴
Hong Kong Secondary Schools Debating 香港中學辯論 Hong Kong Secondary Schools Debating Competition 香港中學辯論比賽	New Territories West Division 1 Term 1 Round 1 Winner 新界西優勝者	4B	WONG TSZ KIT 王子濂
		4D	LI TSZ KA 李梓嘉
		5E	LIANG KWAN YUI 梁君睿

iii. Buddhist Awards 佛學獎項

比賽	獎項		獲獎同學
Hong Kong Buddhist Association 香港佛教聯合會 Buddha's Birthday Writing Competition 佛誕徵文比賽	Certificate of Proficiency (Secondary School) 優異 (中學組)	6B	LUK WING LAM 陸穎琳
		6B	SALIMAN KAM MAN 錦雯
		6D	CHAN NICOLE 陳映霖

iv. Music Awards 音樂獎項

比賽	獎項	獲獎同學
Macao Educational Centre of Culture and Arts 澳門文化藝術教育中心 Asia Culture and Arts Festival of Macao 2019 澳門亞洲文化藝術節 2019	Music (Zheng) (Senior Open) 1st Class Award 音樂 (古箏)(高級組公開組) 一等獎	4A WONG HEI YU JADE 黃晞瑜
	Music (Zheng Solo) Asian Culture Award 音樂 (古箏獨奏) 亞洲文化大獎	4A WONG HEI YU JADE 黃晞瑜
Leisure and Cultural Services Department 康樂及文化事務署 Hong Kong Youth Music Interflows 2019 香港青年音樂匯演	Chinese Orchestra Contest – Secondary School Class B Bronze Award 中樂團比賽 - 中學 B 組 銅獎	1A SZE PUI LOK 施培洛 1C HUANG CHING MAN 黃靖雯 2A LAW CHUN KING 羅晉璟 2B LAI CHUN HEI 黎俊希 2D CAI WAI MAN 蔡蕙蔓 2D WONG CHING KIU 黃靖喬 3A LAM YUEN MAN 林苑汶 3B LAI KIN MAN 黎健雯 3C CHAN CHIN NGAI HOWARD 陳展毅 3C CHAN WAI HONG 陳韋匡 3C LAI HOI YEE 黎海怡 3C LUN CHEUK LAM 倫緯琳 3C WONG YUK SHUN 王鈺淳 3D CHIK SZE CHING 戚詩晴 3D LAI TSZ CHUNG 黎子聰 3D LAM SHUN HEI 林信希 4A CHEUNG WING YIN 張詠然 4A TSEUNG LOK LAM 曾洛琳 4A WONG HEI YU JADE 黃晞瑜 4B GONG KALO LULU 龔嘉璐 4B WONG TSZ KIT 王子濚 4D CHAN SUET CHING 陳雪婧 4D LEUNG YUET SHAN 梁悅珊 4D LI TSZ KA 李梓嘉 4E YANG YICHEN 楊藝辰 5A CHAN SIU HONG 陳紹匡 5B CHAN SUM YI 陳芯怡 5B CHAN HO CHING 陳灝正 5B CHAN TSZ HUEN 陳芷萱 5B JIANG CHAN YING SUM 蔣陳應心 5B LI CHUNG HIM 李松謙 5B SZE CHUN YEUNG 施津決 5C CHAN TSZ LOK 陳梓灝 5C SIT KAI WING 薛啟穎 6D LAI SUM YEE 黎森怡

v. Art Awards 美術獎項

比賽	獎項	獲獎同學	
Australian Consulate-General Hong Kong 澳洲駐香港總領事館 My Australian Christmas Card Competition 2019 澳洲聖誕咭設計比賽	Merit 優異	5C	NG KIT MAN 伍潔雯
The Society for Aids Care 愛滋寧養服務協會 Mask Design Contest 2019 面具設計比賽	Merit 優異 Shortlisted Submission 入圍獎	5A 5C 2D 5A 5E 5E	ZENG QINGLANG 曾慶朗 CHAN TSZ CHING 陳子晴 LEE TSZ YAN 李梓欣 LUNG WING SHAN 龍穎嫻 NG TIN YU 吳天渝 WONG SZE FEI 王詩斐

vi. Sports Awards 體育獎項

比賽	獎項	獲獎同學	
A.S. Watson Group 屈臣氏集團	A.S. Watson Group HK Student Sports Awards 2019-2020 屈臣氏集團香港學生運動員獎 2019-2020	5D	CHAU SZE NGA 周詩雅
Kwai Chung & Tsing Yi District Culture & Arts Co-Ordinating Association Limited 葵涌及青衣區文藝協進會 Grandmaster International Talent Show 2020 藝韻國際才藝展演大賽	Dance Competition - Group Dance (Secondary Schools & Schools of Professional Education) Second Prize 舞蹈比賽 - 舞蹈團體 (中學及專業教育學院組) 第二名	1A 2D 3B 4D	WONG HOI LAM 黃凱琳 WONG CHING KIU 黃靖喬 HE PUI CHING 何根逞 CHENG YUI SZE 鄭睿詩
Hong Kong Schools Sports Federation (Kwai Tsing Secondary Schools Area Committee) 香港學界體育聯會 (葵青區中學分會)	Inter-School Basketball Competition 中學校際籃球比賽 Boys U19 (Division 1) Sixth Prize 男子高級組 (第一組別) 第六名	3A 4A 4C 4C 4D 4D 4E 4E 5C 5C 5C 5E 6A 6B 6C 6D	YEUNG KWUN MAN 楊冠文 CHAN CHING YUEN 陳政元 LI TSZ CHUNG 李子聰 TSOI LAP KWONG 蔡立廣 LO HOI CHUN 盧凱俊 YIU CHEUK FAI 饒焯輝 WONG CHI HONG 王誌匡 YIP CHEUK MAN 葉卓文 CHAN WAI KI 陳煒錡 LUK HO KEI 陸灝錡 YU KA KI 余嘉麒 LI TSUN HO 李浚濠 FAN LAP FEI 樊立飛 YIP PAK TO PACO 葉柏滔 YUEN HIU FUNG 袁曉峰 CHENG YING TUNG 鄭映彤
Inter-School Swimming Competition 校際游泳比賽 Boys Grade A 男子甲組 200m Free Style 200 米自由泳	Fifth Prize Seventh Prize 第五名 第七名	6B 4B	LI KWAN HO 李鈞浩 WU YIU KAI 吳耀楷

比賽	獎項	獲獎同學
100m Breast Stroke 100 米蛙泳	Fifth Prize 第五名	4C MANG CHI NAM 孟梓嵐
100m Free Style 100 米自由泳	Fifth Prize 第五名	6B LI KWAN HO 李鈞浩
50m Breast Stroke 50 米蛙泳	Seventh Prize 第七名	4C MANG CHI NAM 孟梓嵐
50m Back Stroke 50 米背泳	Fourth Prize 第四名	4B WU YIU KAI 吳耀楷
Boys Grade B 男子乙組		
200m Breast Stroke 200 米蛙泳	Seventh Prize 第七名	3D SHEK HO HIN 石浩軒
4x50m Medley Relay 4x50 米混合 四式接力	Sixth Prize 第六名	1D CHENG SIK YIN 鄭錫賢
		1D TAM SHEK MING 譚碩銘
		2A LAU LOK CHI 劉樂知
		2D PUN KIN TO 潘健濤
Boys Grade C 男子丙組		
200m Free Style 200 米自由泳	Seventh Prize 第七名	1D CHENG SIK YIN 鄭錫賢
200m Individual Medley 200 米個人混合四式	Fourth Prize 第四名	1D TAM SHEK MING 譚碩銘
	Fifth Prize 第五名	1D CHENG SIK YIN 鄭錫賢
	Eighth Prize 第八名	1B CHAN YEE CHING 陳以正
100m Back Stroke 100 米背泳	Eighth Prize 第八名	1B CHAN YEE CHING 陳以正
50m Butterfly 50 米蝶泳	Fourth Prize 第四名	2D PUN KIN TO 潘健濤
	Seventh Prize 第七名	1D TAM SHEK MING 譚碩銘
	Second Prize 亞軍	2D PUN KIN TO 潘健濤
50m Free Style 50 米自由泳	Seventh Prize 第七名	2A LAU LOK CHI 劉樂知
	Seventh Prize 第七名	1C CHIU TSZ HEI 趙梓希
	Sixth Prize 第六名	1B CHAN YEE CHING 陳以正
50m Breast Stroke 50 米蛙泳 Group Award 團體獎		1C CHIU TSZ HEI 趙梓希
		1C CHEUNG TSZ HIM 張子謙
		1D CHENG SIK YIN 鄭錫賢
		1D LEE RAIN YAT 李泳一
		1D TAM SHEK MING 譚碩銘
		2A CHEUNG SHING HIN 張誠軒
		2A LAU LOK CHI 劉樂知
		2D PUN KIN TO 潘健濤
		2D WONG PAK HEI 王栢希
Girls Grade A 女子甲組		
200m Breast Stroke 200 米蛙泳	Second Prize 亞軍	6C CHEUNG YIM 張艷
100m Back Stroke 100 米背泳	Eighth Prize 第八名	6C CHEUNG YIM 張艷
Girls Grade B 女子乙組		
200m Breast Stroke 200 米蛙泳	Fifth Prize 第五名	4D CHAN SUET CHING 陳雪婧
4x50m Medley Relay 4x50 米混合 四式接力	Third Prize 季軍	2C WONG WING SZE 黃咏詩
		3C TSE MAN HEI 謝汶希
		4B LEUNG NOK YI 梁諾宜
		4D CHAN SUET CHING 陳雪婧
100m Free Style 100 米自由泳	Seventh Prize 第七名	3C TSE MAN HEI 謝汶希
100m Breast Stroke 100 米蛙泳	Eighth Prize 第八名	4D CHAN SUET CHING 陳雪婧
50m Butterfly 50 米蝶泳	Seventh Prize 第七名	3C TSE MAN HEI 謝汶希
Girls Grade C 女子丙組		
200m Breast Stroke 200 米蛙泳	Third Prize 季軍	1C WU WAI YIN 胡慧賢
100m Free Style 100 米自由泳	Fifth Prize 第五名	1C WU WAI YIN 胡慧賢
50m Free Style 50 米自由泳	Seventh Prize 第七名	1A WONG BO YI VIKKI 黃寶儀
50m Back Stroke 50 米背泳	Seventh Prize 第七名	1A WONG BO YI VIKKI 黃寶儀

比賽	獎項	獲獎同學
Hong Kong Buddhist Association Secondary School 香港佛教聯合會會屬中學 Joint Buddhist School Athletic Meet 全港佛教中學第廿八屆 聯合運動大會	High Jump (Girls Grade B) First Runner-Up 跳高 (女子乙組) 亞軍	4A KWONG KA MAN 鄭嘉雯
	100m Race (Girls Grade C) Second Runner-Up 100 米賽跑 (女子丙組) 季軍	1B TANG CHO YING 鄧楚瑩
	Discus (Girls Grade B) First Runner-Up 鐵餅 (女子乙組) 亞軍	4B WONG SAU LING 黃秀玲
	1500m Race (Boys Grade B) Second Runner-Up 1500 米賽跑 (男子乙組) 季軍	3C CHAN WAI HONG 陳韋匡
	400m Race (Boys Grade C) Second Runner-Up 400 米賽跑 (男子丙組) 季軍	1C ZOU KIT YU 鄒傑宇

vii. Other Awards 其他獎項

比賽	獎項	獲獎同學
Hong Kong Red Cross 香港紅十字會 Divisional First Aid Competition (WNTD) 新界西總部急救比賽	Champion 冠軍	4A TSEUNG LOK LAM 曾洛琳 4A CHENG CHING MAN 鄭靖敏 4C CHEUNG YAN TING 張欣婷 4E WU PUI YAN 胡珮欣
Divisional Best Unit (WNTD) 新界西總部傑出青年團	Champion 冠軍	
Hong Kong Association of the Heads of Secondary schools of Tsuen Wan, Kwai Chung & Tsing Yi District 荃灣葵涌及青衣區中學校長會 30 th Outstanding Students Election 第三十屆傑出學生選舉	The Outstanding Student Award 優異學生獎	5A TSE KAI YEUNG 謝啟揚
The Hong Kong Council of Social Service 香港社會服務聯會	Future Stars - Upward Mobility Scholarship 明日之星上游獎學金	5A KWAN WING YIN 關穎妍 5B CHU NANG HEI 朱能禧
	Link University Scholarship for Year 1 University Studies 領展大學生獎學金 大學一年級獎學金	6B LI KWAN HO 李鈞浩
KPG Education Limited 君培資優教育 Guangdong, Hong Kong and Macau Astronomy Competition 粵港澳資優天文比賽	Gold Award 個人獎金獎	5A AU KWAI CHEUNG 區貴祥

比賽	獎項	獲獎同學	
PSHE Section, EDB, and the e-Learning Development Laboratory, HKU	Merit Award 優異獎	3D	KWOK KA HO 郭嘉浩
教育局個人、社會及人文教育組及香港大學電子學習發展實驗室	Appreciation Award 嘉許獎	1C	PAK SUET YING 白雪瑩
Junior Secondary History e-Reading Award Scheme 2020		1D	YU KIN LEUNG 余健良
初中歷史科電子閱讀獎勵計劃 2020		3A	CHAN TAK HEI 陳德熙
		3A	LAM WAI HO 藍瑋灝
		3C	WONG CHUN PUI 黃浚培
HKedCity + Microsoft	Merit (Secondary School)	4A	YEUNG HOI KIT 楊凱杰
香港教育城 + 微軟	中學組優異獎	4C	CHAN CHAK FUNG 陳澤豐
Master Code 2019: AI Future School 編程大賽 2019: AI 未來校園		4C	TSE TAK SUM 謝德心
NWS Holdings Limited	Outstanding Award 優異獎	6A	HANG HIU CHING 辛曉晴
新創建集團有限公司		6A	MAK YUET CHI 麥月慈
Youth Ambassador in Geo-conservation		6A	YEUNG CHING TUNG 楊清彤
青年地質保育大使		6A	LAU SZE CHING 劉思晴
		6B	LU JIABIN 陸嘉彬
		6B	NGAN CHEUK YIU 顏卓瑤

I. Government Funds

A. EOEBG Grant

	Bal b/f	Income	Expenditure	Bal c/f
Original Baseline Reference		1,927,491.52		
Integrated Science			32,835.60	
Visual Art			34,641.40	
Home Economics			28,565.40	
Computer Literacy			334.50	
Putonghua			-	
Chinese Language & Culture			915.00	
Biology			36,903.14	
Chemistry			8,281.10	
Liberal Studies			4,981.99	
STEM			14,517.85	
Lift Maintenance Grant			138,077.67	
Moral and Civic Education Grant			12,087.20	
Guidance and Discipline Programme Funds			14,215.80	
Expanded Operating Expenses Block Grant			1,626,599.71	
Sub Total (A)		1,927,491.52	1,952,956.36	(25,464.84)
 <i>School Specific Grants</i>				
Administration Grant	-	3,855,363.07	4,364,229.40	-
Air-Conditioning Grant	-	588,451.00	588,451.00	-
Composite Information Technology Grant	690,162.13	554,284.00	835,662.50	408,783.63
Capacity Enhancement Grant	98,083.46	701,359.50	677,856.21	121,586.75
Sub Total (B)	788,245.59	5,699,457.57	6,466,199.11	530,370.38
Grand Total (A) + (B)	788,245.59	7,626,949.09	8,419,155.47	504,905.54

I. Government Funds**B. Outside EOEBG Grant**

	Bal b/f	Income	Expenditure	Bal c/f
Teacher Relief Grant	812,623.61	218,211.00	85,788.00	945,046.61
Teacher Relief Grant - Vacant Post (Over 90)	1,445,281.25	1,843,985.00	2,331,124.35	958,141.90
Committee on Home-School Co-operation Project	13,469.14	25,633.00	15,010.00	24,092.14
Cash Grant for School-based After-school Learning and Support Programmes	64,436.61	172,800.00	144,775.30	92,461.31
Diversity Learning Grant (Other Programmes)	-	28,567.70	27,998.80	568.90
Learning Support Grant for Secondary Schools	15,973.00	315,000.00	253,367.90	77,605.10
Moral and National Education Support Grant	273,320.15	-	-	273,320.15
Extra Recurrent Grant Under ITE4	8,751.00	66,740.00	65,076.00	10,415.00
Diversity Learning Grant (Other Language)	-	37,050.00	37,050.00	-
One-off Grant for Promotion of Chinese History and Culture	14,783.10	-	-	14,783.10
One-off IT Grant for E-Learning in Schools	133,632.00	-	133,632.00	-
Information Technology Staffing Support Grant	40,950.00	317,338.00	283,500.00	74,788.00
Promotion of Reading Grant	52,271.20	61,980.00	92,857.55	21,393.65
Life-wide Learning Grant	-	1,162,900.00	461,724.36	701,175.64
SBM Top-up Grant	-	50,000.00	-	50,000.00
School-based Speech Therapy Administration Recurrent Grant for the Sister School Scheme	-	8,000.00	4,050.00	3,950.00
One-off School-based Speech Therapy Set-up Grant	-	154,950.00	-	154,950.00
School Executive Officer Grant	-	20,000.00	-	20,000.00
School Executive Officer Grant	-	534,660.00	533,990.17	669.83
Beat Drugs Fund - Healthy Campus	-	90,000.00	19,400.00	70,600.00
HK School Drama Festival	-	3,600.00	3,600.00	-
Special Anti-epidemic Grant	-	25,000.00	25,000.00	-
Student Activities Support Grant	-	148,850.00	35,230.00	113,620.00
One-off Special Support Grant	-	100,000.00	13,885.00	86,115.00
One-off Grant for Gift of Printed BK Pilot Scheme (2020)	-	63,900.00	-	63,900.00
Grand Total	2,875,491.06	5,449,164.70	4,567,059.43	3,757,596.33

II. School Funds

General Funds	1,987,650.02	2,290,815.87	2,544,793.99	1,733,671.90
Grand Total	1,987,650.02	2,290,815.87	2,544,793.99	1,733,671.90

VII. FEEDBACK & REFLECTION 回饋及反思

This is the second year of the school development cycle. With an emphasis on enhancing teaching effectiveness, the four core subjects carried out lesson study in which teachers could have professional dialogues and learn from each other through discussing the design of lesson activities to achieve lesson objectives. However, due to COVID-19, there was a long school suspension period and so the progress of lesson study was affected.

COVID-19 had profound impacts on education. There was an unprecedented disruption to educational norms. Teachers had to switch to remote online teaching. All the extra-curricular activities had to stop and we had to practice social distancing to avoid the spread of the virus. This made it hard for us to run programmes outside the classroom so as to cultivate an atmosphere for active learning, which was our major concern.

Therefore, we modified our major concern by focusing on: online teaching being the New Normal for education. I hope that our teachers can see the challenges in teaching as opportunities and explore different possible ways to facilitate students' learning and growth. Technologies can empower education if they are properly used. Online teaching is no longer a temporary solution to schooling. Instead of guaranteeing short-term class continuity, we must ensure long-term institutional viability and bring digital transformation to education. To achieve this goal, educators have to adapt and adopt digital technologies, methodologies and mindsets. We must study digital tools and share tips and best practices, not only to facilitate students' learning but also to ensure the all-round personal development and growth of students.

Students' well-being is as important as their learning. It is important to go through the syllabus with the students. Yet, it is also important to teach our students the values, behaviours and attitudes we want our students to embody throughout their interactions and communications online. Teachers should teach students the "4Rs": respect, responsibility, reasoning and resilience.

After class resumption, we noticed a surge in the number of students experiencing a high stress level. So, our second major concern (boosting students' resilience) was proved to be of great significance. Although many programmes were cancelled due to the virus, class teachers, guidance teachers, social workers, SENCO, speech therapist tried different ways to keep in touch with students to find out their difficulties, identify those students in need and help them.

With the concerted efforts of all the teachers, I hope that we can overcome all the challenges ahead together. Sin Tak students can continue to do well academically and become more resilient in the face of adversity.

今年為本校三年發展計劃的第二年。為提升教學效能，四個核心科目開展了課堂研究，科任老師共同設定課堂目標及商議課堂活動，藉此作專業交流、互相學習。然而，新型冠狀病毒於2019年底開始在香港傳播，學校停課多月，課堂研究的進度受阻。

新型冠狀病毒對教育界影響深遠，學校的常規運作遭受前所未見的阻礙。老師需轉用網上教學，所有課外活動停擺，以保持社交距離，防病毒傳播。本校其中一個重點關注事項為塑造自主學習的校園氛圍，如今受制於疫情，學校亦難以在課堂外推行自主學習計劃。

有見及此，本校修正了本年度的重點關注事項，著重發展網上教學，以順應教育的新常態。本人期望老師能將挑戰視為機遇，探索更多可行的方法，協助學生學習和成長。善用科技，可使教育變得更具威力。網上教學不再是臨時措施，我們不應只著眼於恢復課堂，長遠更要將網上教學變成可行的制度，為教育實施數碼轉型。要達到這個目標，教育工作者需適應和掌握數碼時代的科技、方法和思維，學習運用各種電子工具，與他人分享成功經驗，這樣不單有助學生學習，對協助學生成長和全人發展亦有裨益。

除了學習，學生的身心發展亦不可偏廢。透過網上教學跟進學習進度固然重要，但教導學生在網上與師長溝通時體現正確的價值觀、行為及態度亦至為緊要。學生應學習尊重他人、承擔責任、推理思考和培養抗逆力。

復課後，承受巨大學習壓力的學生急劇增多，本校另一個重點關注事項「提升學生的抗逆力」尤為重要。雖然大部分活動及計劃因疫情取消，班主任、輔導老師、社工、特殊教育需要統籌主任、言語治療師等仍循不同渠道聯絡學生，了解他們的困難和需要，從而提供協助。

本人相信，本校全人眾志成城，我們必可攜手克服未來的重重挑戰，善德學生亦能保持優異的學業表現，面對逆境亦不輕言氣餒。

VIII. APPENDIX 附件

- (a) Report on the Capacity Enhancement Grant 2019-2020
學校發展津貼報告 2019-2020
- (b) Report on the School-based After-school Learning and Support Programme 2019-2020
課後學習支援計劃工作報告 2019-2020
- (c) Report on the Use of the Promotion of Reading Grant 2019-2020
運用推廣閱讀津貼報告 2019-2020
- (d) Report on the Life-wide Learning Grant 2019-2020
全方位學習支援津貼報告 2019-2020
- (e) Report on the Student Activities Support Grant 2019-2020
學生活動支援津貼報告 2019-2020
- (f) Programme Evaluation Report on the Diversity Learning Grant 2019-2022
多元學習津貼評估報告 2019-2022
- (g) Report on The Hong Kong Buddhist Association Principal Ho Moon Tim Memorial Scholarship 2019-2020
香港佛教聯合會何滿添校長紀念獎學金報告 2019-2020
- (h) Report on Healthy School Programme 2019-2020
健康校園計劃報告 2019-2020

Evaluation Report on the Use of Capacity Enhancement Grant (2019-2020)

2019/2020 學年學校發展津貼用途檢討報告

Target Areas 目標對象	Strategies 策略	Evaluation 評估
<p>Coping with students' diverse and special learning needs</p> <p>照顧學生多元及特別學習需要</p>	<p>A. To continue to operate the Secondary School Life Adaptation Programme for newly admitted S.1 students. Some tutors were recruited to take up the roles of class teachers and responsible for the daily routines and teaching of learning skills.</p> <p>繼續舉辦中學生活適應課程，協助新入學的中一學生適應中學學習生活。導師將負責班主任工作處理日常事務性工作並教授學習技能。</p>	<ul style="list-style-type: none"> ● The Secondary School Life Adaptation Programme was cancelled due to the COVID-19 outbreak. Yet, 4 tutors were recruited to turn their lessons into videos so that new S.1 students were able to watch them at home and do self-study. ● After watching the videos, students were required to do an online survey. Over 90% of the students agree that the videos can help them adapt to the secondary school life. ● As the videos can help students adapt to the secondary school life, class teachers showed some of them during class teacher periods in the first week after class resumption on 23/9/2020. The videos can be used again in the future. ● 本年度中學生活適應課程因疫情而取消。然而，4名獲聘任的導師將課程內容拍成短片，以便新的中一學生能夠在家中觀看並進行自學。 ● 觀看短片後，學生須填寫調查。超過90%學生認同短片對適應中學生活有幫助。 ● 由於短片內容對學生適應學習生活有幫助，班主任在2020年9月23日恢復上課後第一周的班主任期間向他們展示了其中的一些影片。這些短片將來亦可以再次使用。
	<p>B. To alleviate the teaching workload of STEM teachers, Liberal Studies teachers, one Assistant Teacher (AT) and one GM teacher will be employed. They will assist teachers in preparing teaching materials and conducting remedial lessons. They will also carry out supportive duties assigned by other teachers.</p>	<ul style="list-style-type: none"> ● The Mathematics assistant teacher taught 10 periods per week which include one S2 Mathematics class and one S2 Integrated Science class. The workload of teachers was relieved. ● Due to the suspension of classes, the mathematics remedial class was suspended. Focusing on the examination-typed questions, the Mathematics assistant teacher set exercises and notes to help S4-6 students to prepare for the HKDSE. ● To facilitate the implementation of the new junior form Mathematics curriculum the mathematics assistant teacher assisted in editing school-based worksheets and exercises to strengthen the Mathematics foundation of S2 students. All the worksheets and exercises have been set and compiled in a booklet which will be taught in S2 this year.

Target Areas 目標對象	Strategies 策略	Evaluation 評估
	<p>為減輕數學科教師、科學及科技教師和負責其他學習經歷教師的教學工作，將聘請一位助理教師和一位學位教師。他們將協助教師準備教學材料及進行補底工作，也會支援其他老師所分配的工作。</p>	<ul style="list-style-type: none"> ● 數學科助理教師每週任教 10 教節，包括一班中二級數學科及一班中二級綜合科學科，減輕教師工作負擔。 ● 受停課影響，原訂數學科補底班暫停進行，數學科助理教師編訂公開試題目練習及筆記，讓中四至中六級學生在家中完成，為文憑試作更佳預備。 ● 為配合數學科初中新課程，數學科助理教師協助編訂校本工作紙及練習，加強中二級同學數學基礎能力。所有工作紙及練習已完成製作並整理成小冊子，並將於本年度中二級施教。 ● The LS assistant teacher was mainly responsible for administrative support for Liberal Studies and led students to outdoor activities. As most of the activities planned were suspended due to the outbreak of Covid-19, the assistant teacher mainly handled the administrative work for online teaching. For example, online quizzes for both junior and senior forms and follow-up work after classes. Most LS teachers thought that their workload could be relieved. ● Due to the suspension of classes, the Liberal Studies remedial class was suspended. The assistant teacher assisted in school-based remedial class materials design for new academic year. Also, he assisted in marking pre -mock exam paper held during summer vacation and facilitated the remedial class student selection process after marking students' exam scripts. ● 本年度通識助理教師主要負責科組的行政事務和籌備各項與科組相關的課外活動，由於新冠肺炎爆發，大部分已計劃的活動也取消，教師助理主要負責網上教學之行政工作如設計各級之網上測驗及其跟進工作。大部分通識科老師認為助理教師能減輕他們的科組行政工作。 ● 另外，由於停課關係，中五級的精進班取消。助理教師協助新學年精進班的課程設計、批改暑假中六級的模擬試卷，並協助進行分析，挑選有潛質的同學參加來年精進班。
	<p>C. To employ coaches for school basketball team, swimming team,</p>	<ul style="list-style-type: none"> ● The funding was used to pay the salaries of the coaches of the basketball team and swimming team. It was also used to pay part of the salaries of the coaches of the table tennis team. More

Target Areas 目標對象	Strategies 策略	Evaluation 評估
	<p>badminton team and table tennis team.</p> <p>聘請體育校隊教練包括籃球、羽毛球及乒乓球等。</p>	<p>than 80 students were the beneficiaries. However, all the training stopped since February due to the pandemic.</p> <ul style="list-style-type: none"> ● The coaches were professional and responsible. So, they were able to enhance students' skills and team work skills. ● The funding enabled the recruitment of coaches and the setting up of different sports team. This could cater for the diversified talents of students and ease the workload of PE teachers, so that PE teachers could have a higher capacity for holding other sports activities / competitions or doing other school administrative duties. ● Overall speaking, the performance of all sports teams was satisfactory. The attendance of students was also satisfactory and their attitude was serious. ● 教練們相當有質素及有責任感，故球隊無論在技術層面或在團隊合作表現上，均有所提升。 ● 資助款項主要支援籃球隊及泳隊的教練費，並資助部分球隊如乒乓球隊等的教練費，受惠球員超過 80 位。但由於疫情關係，所有運動校隊訓練於 2 月停止。 ● 聘請教練能讓學校球隊變得多樣性，以迎合不同才能的同學，同時亦能舒緩體育老師訓練的工作，釋放空間讓同事專注於發展其他體育活動、帶隊比賽的工作與及學校其他的行政工作。 ● 在成績上，各球隊均取得不錯的成績。整體各隊出席率表現理想及穩定、練習態度亦見認真。

Report on School-based After-school learning and Support Programme 2019-20

2019/2020 學年課後學習支援計劃工作報告

A. The number of benefitting students under this Grant is
 (including A. CSSA recipients 領取綜援人數 156 B. SFAS full-grant recipients and 學生資助計劃全額津貼人數 755 C. under school's discretionary quota) 學校使用酌情權的清貧學生人數 14)

B. Information on Activities subsidized / complemented by the Grant:

	Name of the activity 活動名稱	Actual no. of grant beneficiaries served 支援計劃的受惠學生人數			Average attendance rate 平均出席率	Period/Date activity held 活動舉行日期	Actual expenses 實際支出	Methods of evaluation 評估方法	Name of partner 合作夥伴名稱
		A	B	C					
1.	Guidance Leadership Training	0	2	1	100%	Sept	\$4,900.00	Teachers' and students' feedback	HK Children and Youth Services
2.	S.1 welcome activities	10	27	0	100%	Sept	\$14,000.00	Teachers' and students' feedback	BSTC
3.	Talk with you “和你傾”	1	8	2	100%	Sept	\$1,971.30	Teachers' and students' feedback	BSTC
4.	S.4 English Drama	1	29	0	100%	Sept	\$6,030.00	Teachers' and students' feedback	BSTC
5.	S.1 mooncake party	10	27	0	100%	Sept	\$1,168.10	Teachers' and students' feedback	BSTC
6.	S.1 Zen Meditation Experience Day	10	27	0	100%	Sept	\$900.00	Teachers' and students' feedback	BSTC
7.	Guidance Captain Program Kick Off Ceremony	10	29	1	95%	Sept	\$900.00	Attendance rate and teachers' observation	HK Children and Youth Services
8.	Gardening Experience Activity	0	5	0	100%	Oct	\$656.50	Teachers' and students' feedback	BSTC
9.	S.1 Picnic Day Camp Site Fee	10	27	0	95%	Dec	\$314.50	Teachers' and students' feedback	BSTC
10.	S.1 Picnic Day Camp Lunch Fee	10	27	0	95%	Dec	\$845.10	Teachers' and students' feedback	BSTC
11.	School Picnic Transportation Fee	30	190	2	95%	Dec	\$9,455.60	Teachers' observation	BSTC
12.	Guidance Captain Program	10	29	1	95%	Sept to Dec	\$1,031.50	-Teachers' observation -Questionnaires	HK Children and Youth Services

								-Teachers and students' feedback	
13.	S.1-S.3 Sat classes	7	26	0	85%	Oct to Dec	\$12,000.00	Teachers' observation	BSTC
14.	Peer Tutor Scheme (Physics)	1	0	1	100%	Oct to Dec	\$3,900.00	Teachers' observation	BSTC
15.	Peer Tutor Scheme (T&H)	0	0	2	100%	Oct to Dec	\$800.00	Teachers' observation	BSTC
16.	Wing Chun Class	0	3	0	100%	Oct to Dec	\$1,365.00	Teachers' and students' feedback	BSTC
17.	S.6 counselling	5	34	1	100%	Dec	\$52.00	Teachers' observation	BSTC
18.	Guidance Team Voluntary Service	0	3	0	90%	Oct to Dec	\$56.00	Teachers' observation	BSTC
19.	Student counselling work for the Memorial Service for Principal	30	190	2	95%	Dec	\$20.00	Teachers' observation	BSTC
20.	Social Worker counselling using Board Game	1	2	0	90%	Oct to Dec	\$674.90	Teachers' observation	BSTC
21.	Chinese History Tutorials	2	5	0	90%	Oct to Dec	\$2,000.00	Teachers' observation	BSTC
22.	Coaching Fee for English Drama Club	0	1	1	90%	Oct to Dec	\$7,025.00	Teachers' observation	BSTC
23.	HKMO Training Course	3	9	0	95%	Oct to Mar	\$13,500.00	Teachers' observation	BSTC
24.	Chinese Orchestra Tutors Fee	3	13	0	90%	Oct to Mar	\$15,400.00	Teachers' observation	BSTC
25.	Western Orchestra Tutors Fee	0	11	0	90%	Oct to Jun	\$2,400.00	Teachers' observation	BSTC
26.	Choir Pianist Fee	2	11	0	90%	Oct to Jun	\$5,250.00	Teachers' observation	BSTC
	Total no. of activities: 26								
	@No. of man-times	156	755	14			Total Expenses	\$106,615.5	
	Total no. of man-times								

C. Project Effectiveness

To the benefitted students, achievements of the activities conducted are rated as follows:

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills	✓					
c) Students’ academic achievement	✓					
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness	✓					
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling	✓					
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community involvements		✓				

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

Report on the Use of the Promotion of Reading Grant 2019-2020

運用推廣閱讀津貼報告 2019-2020

We have received 4 proposals in promoting reading this year with a view to nurturing a good reading culture in schools and enabling students to derive pleasure and enjoyment from reading while enhancing further their reading abilities. Below are the reports on the use of the Promotion of Reading Grant.

A. English Department

i. Aims and objectives

- To cultivate a reading habit in students
- To widen students' exposure to authentic English
- To develop a wide range of general knowledge
- To understand Western culture
- To nurture love for the English language

ii. Measures

Measure	Target group	Content	Success criteria	Budget	Evaluation
1) Exchange readers scheme	Secondary 1-3	Classes of the same level will take turns to read selected readers with the rotation to be completed by May 2020.	1) Students will complete book reports concerned. 2) A poll on the popularity of the readers will be carried out in Term 2.	Reader purchase for S1-S3: HKD 30,000	<ul style="list-style-type: none"> • The department received a grant of HKD 36,800 to purchase a range of fiction and non-fiction readers which tied in with the themes taught in junior forms. • The rotation scheme would take the form of a class reader scheme to start in late September 2020.

Measure	Target group	Content	Success criteria	Budget	Evaluation
2) Reading circles	Secondary 3-5	There will be critical appreciation sessions on selected literary works to be hosted by English teachers. Each session can host around 20 students.	1) The students will actively enroll in the sessions. 2) Post-session interviews will be held to gauge the reception of the sessions for improvement.	Photocopying and refreshments: HKD 800 Book coupons as gifts to active participants: HKD 3,000	<ul style="list-style-type: none"> The reading circles were not held due to prolonged school suspension. It was hoped that the reading circles could be held after school resumption. If not, the activity would be held online.
3) Extensive reading scheme	Secondary 1-3	Each student has to read 6 books of both fiction and non-fiction genres and view 2 films in order to fulfil the reading requirements.	Over 90% of students will meet the minimum requirements.	Book coupons as prizes to high-achievers: HKD 3,000	<ul style="list-style-type: none"> S1-S3 students barely completed the programme when school resumed briefly in early June 2020, only to be suspended again in mid-July.

Estimated total: HKD 36,800 Spent: HKD 20,496

B. 中文科

一、計劃背景

根據課程發展議會所訂的中國語文課程指引，定明中國語文科作為所有學生修讀的核心科目，旨在提高學生的語文能力，透過良好的學習態度和習慣，培養學生的審美情趣，陶冶性情。本校一向重視培養學生的閱讀興趣，各級亦備有校本編選的閱讀冊，初中更將閱讀課編入恆常的課程中，成為其中一項教學重點。此外，中三級亦設有課後精進班，重點提拔中文能力較高的同學，每年12月底亦會舉行文學閱讀營。為了延展學生閱讀，本科於課後舉辦圍讀計劃，對象以中四、五學生為主，由中文科老師選篇指導。以上各項計劃，目的在於常規課程以外，提昇同學對閱讀的興趣，延展更有質素的課外閱讀。

二、計劃目標

提升校內各級學生賞析閱讀中國文學篇章的興趣，並提供課堂以外的研習經歷鞏固學生的語文基礎，字詞常識，了解作者生平，寫作背景，謀篇佈局的用心，篇章與其他同類篇章的比較異同等。

三、計劃項目

計劃名稱	對象	內容	成效指標	預算經費	報告
1) 圍讀計劃	以中四、中五為主，亦歡迎初中同學參與預算人數約 20 人	從校本每周一篇閱讀冊內選篇，由中文科老師主持圍讀。預計上、下學期各 5 次。積極投入的同學將發書券獎勵。	1) 參與人數 2) 分享人數 3) 活動感想	1) 茶點 \$3000 2) 禮物 (包括書券) \$7000	上學期已完成 4 次圍讀，參與人數可參照圍讀報告。下學期因疫情關係暫停舉行。2020-2021 年將繼續進行圍讀，形式與課題不變。現時規定中四級同學必須參與 1 次的中文圍讀，老師贊成繼續實行此方法，因有同學因參與後改變觀感，認為此類閱讀活動能延展閱讀興趣。茶點 (餅乾費用) \$500。
2) 西貢戶外閱讀營	中三至中五級 40 人	兩日一夜戶外閱讀營，內容包括圍讀讀經典文學作品、戶外寫作體驗工作坊、燒烤晚會等。	3) 活動小冊子	營費及其他 \$10,000	已於 12 月 23 及 24 日完成兩日一夜的閱讀營。是次閱讀體裁為現代文學，閱讀現代文學家劉以鬯《動亂》，為了令同學更深入認識文本所涉的時代背景，首先由中史科老師介紹六、七十年代香港歷史，然後再由中文科老師以文學角度作文本細讀。第二天由科主任講授凌淑華〈繡枕〉篇章，從細節描述分析女性文學在當代所起的作用。另亦設創意寫作工作坊，邀請畢業校友分享閱讀文學心得，同學反應良好，對於推廣文學有正面作用。暫時因疫情關係，未報任何營舍。若 8 月尾情況穩定，將繼續以西貢戶外營為首選營地，若疫情仍然不穩定，則或暫緩一年，亦會考慮在學校舉行一日營。營費 \$4,400。

3) 雜項	全校同學	邀請嘉賓到校講座 中文學會舉辦活動 聲演比賽		\$5,000	由於疫情持續，學校停課近3個月。5月27日才分 階段復課，故未有舉辦講座。
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總費： \$25,000 最後支出\$4,900

C. Science

i. Aim

- Promote reading and encourage students to develop a good reading habit
- Arouse students' interest in science
- Cultivate cooperative skills, presentation skills and problem-solving skills
- Encourage self-learning
- Encourage students to learn through hands-on activities

ii. Implementation plan

- Books related to experiments will be provided to each group
- Students have to read the books and choose an experiment that seems interest to them
- Students have to perform the experiment themselves and produce a video (about 5 minutes long) explaining the scientific knowledge related to the experiment
- The video will be shown weekly followed by an Q-and-A section
- Their classmates will rate the performance based on the richness of scientific knowledge, presentation skills and fun

iii. Budget

\$20,000 for buying 150 books (15 different books, 10 sets)

iv. Evaluation methods

Questionnaires covering the following factors will be distributed to the students:

- Interest in science
- Cooperative skills
- Presentation skills
- Problem-solving skills
- Hands-on ability

v. Success criteria

More than 50 % of students agree that their interest, skills and abilities have been aroused and improved respectively.

vi. Evaluation

- Implemented

Among 74 target books, the science teachers have chosen 15 of them. Ten copies of each of the books were purchased. However, due to the suspension of school, the books were not distributed to the students. In the coming year, the books will be provided to S1 students. They have to read the books and choose an experiment that seems interest to them. They have to perform the experiment themselves and produce a video (about 5 minutes long) explaining the scientific knowledge related to the experiment. The video will be shown weekly to their classmates. A Q-and-A section will be carried out to enhance the interactions between students. Students will be encouraged to read the book carefully and then perform the experiment seriously as the quality of the video will be rated by their classmates.

- Expenditure

Buying books for the teachers to choose:	\$2,777.60
Buying books for the students:	\$10,932.00
Total:	\$13,709.60

D. 圖書館

一、計劃背景

- 推廣及購買電子書：部分學生的閱讀模式已轉變，由閱讀紙本圖書轉為網上閱讀和閱讀電子書，為了鼓勵學生多閱讀電子書，圖書館在已購買的電子書平台 GVRL 上增購大約三十本英文書，希望學生能透過晨讀時段及 E-book Reading Week 閱讀不同科目的英文電子書。
- 增加學生參與閱讀活動誘因：圖書館一直鼓勵各班學生在晨讀時段指定時間作中英文好書匯報，做得好的同學會獲得折扣券，並可以到學校書展購書享用折扣。今年希望利用政府的推廣閱讀津貼，做得好的同學將能夠從老師預先購買的五十本書中換取一本書作獎勵，以鼓勵同學積極參與閱讀活動。

計劃名稱	預算開支	成效指標
1. 推廣及購買電子書： <ul style="list-style-type: none"> • 和 IT 組合作，在星期三晨讀時段讓中一及中二學生透過 iPad 閱讀不同種類的電子資源，所以今年會增購 GVRL 平台上的電子書。 • 和IT組合作，在上下學期舉辦 E-book Reading Week，IT組會借閱約40部 iPad 並放在圖書館內，學生可以在特定時段內閱讀電子書，向管理員或圖書館老師作簡單的口頭回報可獲折扣券作獎勵。 	約\$10,000	<ul style="list-style-type: none"> • GVRL平台的統計報告能得悉學生閱讀電子書的情況及數目 • 學生參加的數目 • 學生作出簡單的口頭回報可得悉學生閱讀書籍後的感想
2. 增加學生參與閱讀活動誘因（同學獲贈「換書券」）： <ul style="list-style-type: none"> • 每年的晨讀計劃，上下學期各兩次各班都有中英文好書匯報，每班每科表現最好的一個同學將獲贈一張「換書券」，「換書券」讓學生在學校書展從老師選好的五十本書籍換取一本書籍，以增加學生參與閱讀活動誘因。未被學生選購的書籍會撥歸圖書館給學生借閱。 	約\$10,000	<ul style="list-style-type: none"> • 學生好書匯報的投入程度

總計： \$20,000

二、成效檢討

i. 目標檢討：

- 推廣及購買電子書：

報告附上 GVRL 的閱讀統計報告。從統計報告可得知學生某月份閱讀某本英文書籍的數目。報告顯示出，在二零一九年的九月及十月，學生閱讀英文電子書的數目比以往上升了很多，最大原因是晨讀時段 IT 組向中一及中二學生作出推廣，讓學生知道學校有提供閱讀英文電子書的平台，以及他們在晨讀時段利用 IPAD 閱讀自己喜歡的電子書籍；相反，圖書館主任讓學生在午膳時間閱讀電子書，向圖書館主任作簡單的口頭回報可獲折扣券作獎勵這個活動，數天裡參加的同學只有數個，反應不太理想。

- 增加學生參與閱讀活動誘因（同學獲贈「換書券」）：

活動由於疫情停課關係而未能進行，所以沒有運用津貼款項。

ii. 策略檢討：

從統計報告得知學生在上學期閱讀英文電子書數量增加外，報告亦顯示出在二零二零年，學生由於要留在家中，需要完成英文書閱讀報告，特別在二月及五月時，亦有大量同學利用 GVRL 閱讀書籍，學生沒有因為長時間在家而停止閱讀，反而好好利用網上平台進行學習活動。此外，下學期的閱讀數量亦比上學期多，有關英文科亦可以構思讓學生的功課與電子書作聯繫，以帶動閱讀電子書的氛圍。有見及此，圖書館主任將會繼續增購書籍，以及希望來年和 IT 組或英文科繼續宣傳電子書籍。

三、實際開支

	項目名稱	實際開支
1.	推廣及購買電子書	\$3,447.91
2.	增加學生參與閱讀活動誘因（同學獲贈「換書券」）	/

四、GVRL的閱讀統計報告 (由2019年1月至2019年12月):

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Book Report 2 (R4)	Number of Successful Section Requests by Month and Title															
2	Buddhist Sin Tak College (Library ID: hkbstc)	Section Type:															
3		Various															
4	Period covered by Report:																
5	2019-01-01 to 2019-12-31																
6	Date run:																
7	2020-01-09																
8		Publisher	Proprietary Identifier	ISBN	Reporting Period Total	Jan-2019	Feb-2019	Mar-2019	Apr-2019	May-2019	Jun-2019	Jul-2019	Aug-2019	Sep-2019	Oct-2019	Nov-2019	Dec-2019
9	Total for all titles				208	5	3	1	0	0	0	1	15	93	85	5	0
10	100 Inventions that Made History: Brilliant Breakthroughs that Shaped our World	Dorling Kindersley Ltd.	Children's Book	978-1-4654-2686-4	44	0	0	0	0	0	0	0	0	13	31	0	0
11	1001 Ways to Stay Young Naturally 2nd ed.	Dorling Kindersley Ltd.	Handbook	978-1-4654-8696-9	1	0	0	0	0	0	0	0	0	1	0	0	0
12	A Visual Guide to Technology	The Rosen Publishing Group	Monograph	978-1-5081-7580-3	1	0	0	0	0	0	0	0	0	1	0	0	0
13	Ancient China Rev. ed. 2005	Dorling Kindersley Ltd.	Handbook	978-0-7566-6772-6	1	0	0	0	0	0	0	0	0	0	1	0	0
14	Ancient Egypt 2012	Encyclopedia Britannica Inc.	Encyclopedia	978-1-6153-0572-8	5	0	0	0	0	0	0	0	0	0	0	5	0
15	Ancient Greece 2012	Encyclopedia Britannica Inc.	Encyclopedia	978-1-6153-0562-9	2	0	0	0	0	0	0	0	0	0	2	0	0
16	Animal Adaptations 2012	Rourke Educational Media LLC	Handbook	978-1-6123-8658-6	2	1	1	0	0	0	0	0	0	0	0	0	0
17	Animal Evolution: The Evolution of Fish	ABDO Publishing Group	Monograph	978-1-5321-5948-0	1	0	0	0	0	0	0	0	0	1	0	0	0
18	Animal Life 2009	Dorling Kindersley Ltd.	Handbook	978-0-7566-8356-8	1	0	0	0	0	0	0	0	0	0	1	0	0
19	Artificial Intelligence 2011	Gale a Cengage Company	Monograph	978-1-4205-0769-0	1	0	0	0	0	0	0	0	0	0	1	0	0
20	Artists Around the World 2008	Encyclopedia Britannica Inc.	Encyclopedia	978-1-6933-9517-9	1	0	0	0	0	0	0	0	0	0	1	0	0
21	Bird Rev. ed. 2008	Dorling Kindersley Ltd.	Handbook	978-0-7566-6758-0	8	0	0	0	0	0	0	0	0	0	8	0	0
22	DK Readers 1 Beginning to Read: Deadly Dinosaurs	Dorling Kindersley Ltd.	Children's Book	978-1-4654-2591-1	3	1	0	0	0	0	0	0	0	0	2	0	0
23	DK Readers 2 Beginning to Read Alone: Astronaut: Living in Space	Dorling Kindersley Ltd.	Children's Book	978-1-4654-1246-1	2	2	0	0	0	0	0	0	0	0	0	0	0
24	DK Readers 3 Reading Alone: African Adventure	Dorling Kindersley Ltd.	Children's Book	978-1-4654-2586-7	10	0	0	0	0	0	0	0	0	0	10	0	0
25	Economy 2010	Dorling Kindersley Ltd.	Handbook	978-0-7566-8328-5	6	0	0	0	0	0	0	0	0	0	6	0	0
26	Endangered Animals 2010	Dorling Kindersley Ltd.	Handbook	978-0-7566-7636-0	54	0	0	0	0	0	0	0	5	49	0	0	0
27	Energy Alternatives 2007	Lucent Books	Monograph	978-1-4205-0248-0	8	0	0	0	0	0	0	0	0	8	0	0	0
28	Film 2006	Dorling Kindersley Ltd.	Factbook	978-0-7566-4346-1	2	0	0	0	0	0	0	0	0	0	2	0	0
29	Foods of England 2011	Gale a Cengage Company	Collection	978-0-7377-6094-1	1	0	0	0	0	0	0	0	0	1	0	0	0
30	Great Fruit & Vegetable Guide 2011	Dorling Kindersley Ltd.	Handbook	978-0-7566-9183-9	1	0	0	0	0	0	0	0	0	1	0	0	0
31	Great Scientists 2007	Dorling Kindersley Ltd.	Handbook	978-0-7566-5083-4	3	0	0	0	0	0	0	0	0	0	3	0	0
32	How Our Choices Impact Earth: Nonrenewable Resources and You	The Rosen Publishing Group	Children's Book	978-1-5081-8152-1	1	0	0	0	0	0	0	0	0	1	0	0	0
33	Human Body 1 2011	Encyclopedia Britannica Inc.	Encyclopedia	978-1-6153-5488-7	3	0	0	0	0	0	0	0	0	0	3	0	0
34	Johnny Depp 2011	Gale a Cengage Company	Monograph	978-1-4205-0699-0	2	0	0	1	0	0	0	1	0	0	0	0	0
35	Lady Gaga 2011	Gale a Cengage Company	Monograph	978-1-4205-0700-3	4	0	0	0	0	0	0	0	0	0	4	0	0
36	London 2012	Dorling Kindersley Ltd.	Handbook	978-0-7566-9102-8	3	0	2	0	0	0	0	0	0	0	1	0	0
37	Paris 2012	Dorling Kindersley Ltd.	Handbook	978-0-7566-9103-5	5	0	0	0	0	0	0	0	0	0	5	0	0
38	STEAM Guides in App Development	Rourke Educational Media LLC	Children's Book	978-1-6819-1906-5	2	0	0	0	0	0	0	0	0	2	0	0	0
39	Space Exploration 2010	Dorling Kindersley Ltd.	Handbook	978-0-7566-7641-4	15	0	0	0	0	0	0	0	10	5	0	0	0
40	The 100 Most Influential Inventors of All Time 2010	Encyclopedia Britannica Inc.	Encyclopedia	978-1-6153-0042-8	1	1	0	0	0	0	0	0	0	0	0	0	0
41	The 100 Most Influential Musicians of All Time 2010	Encyclopedia Britannica Inc.	Encyclopedia	978-1-6153-0056-3	1	0	0	0	0	0	0	0	0	0	1	0	0
42	The 100 Most Influential Writers of All Time 2010	Encyclopedia Britannica Inc.	Encyclopedia	978-1-6153-0096-9	2	0	0	0	0	0	0	0	0	0	2	0	0
43	The History of American Pop 2012	Gale a Cengage Company	Monograph	978-1-4205-0973-1	1	0	0	0	0	0	0	0	0	0	1	0	0
44	Tokyo 2011	Dorling Kindersley Ltd.	Handbook	978-0-7566-8475-4	10	0	0	0	0	0	0	0	0	10	0	0	0
45																	

五、GVRL的閱讀統計報告 (由2020年1月至2020年5月):

	A	B	C	D	E	F	G	H	I	J
4	Period covered by Report:									
5	2020-01-01 to 2020-05-31									
6	Date run:									
7	2020-06-09									
8		Publisher	Proprietary Identifie	ISBN	Reporting Period Tota	Jan-2020	Feb-2020	Mar-2020	Apr-2020	May-2020
9	Total for all titles				512	0	298	45	42	127
10	100 Inventions that Made History: Brilliant Breakthroughs that Shaped our	Dorling Kindersley Ltd.	Children's Book	978-1-4654-2686-4	7	0	7	0	0	0
11	Ancient China Rev. ed. 2005	Dorling Kindersley Ltd.	Handbook	978-0-7566-6772-6	38	0	38	0	0	0
12	Ancient Egypt 2012	Encyclopedia Britannica Inc	Encyclopedia	978-1-6153-0572-8	37	0	25	0	0	12
13	Ancient Greece 2012	Encyclopedia Britannica Inc	Encyclopedia	978-1-6153-0562-9	2	0	1	1	0	0
14	Ancient Rome 2012	Encyclopedia Britannica Inc	Encyclopedia	978-1-6153-0571-1	3	0	3	0	0	0
15	Animal Adaptations 2012	Rourke Educational Media L	Handbook	978-1-6123-6658-8	2	0	0	2	0	0
16	Animal Rights 2009	Lucent Books	Monograph	978-1-4205-0245-9	1	0	0	0	1	0
17	Artists Around the World 2008	Encyclopedia Britannica Inc	Encyclopedia	978-1-5933-9517-9	30	0	22	1	1	6
18	Bird Rev. ed. 2008	Dorling Kindersley Ltd.	Handbook	978-0-7566-6758-0	20	0	20	0	0	0
19	Can Renewable Energy Replace Fossil Fuels? 2011	ReferencePoint Press Inc.	Handbook	978-1-6015-2197-2	2	0	2	0	0	0
20	Climate and Climate Change 2011	Encyclopedia Britannica Inc	Encyclopedia	978-1-6153-0388-5	6	0	0	6	0	0
21	Cook It Together 2009	Dorling Kindersley Ltd.	Handbook	978-0-7566-5495-5	68	0	31	13	0	22
22	DK Adventures: Twister A Terrifying Tale of Superstorms	Dorling Kindersley Ltd.	Children's Book	978-1-4654-2743-4	10	0	10	0	0	0
23	DK Readers 3 Reading Alone: African Adventure	Dorling Kindersley Ltd.	Children's Book	978-1-4654-2588-7	82	0	10	0	0	72
24	Da Vinci and His Times Rev. ed. 2006	Dorling Kindersley Ltd.	Handbook	978-0-7566-6768-9	29	0	29	0	0	0
25	Depression 2010	Lucent Books	Monograph	978-1-4205-0331-9	7	0	2	5	0	0
26	Doing Business 2011	Dorling Kindersley Ltd.	Handbook	978-0-7566-8534-8	2	0	0	0	2	0
27	Earthquakes and Other Natural Disasters 2010	Dorling Kindersley Ltd.	Children's Book	978-0-7566-6997-3	7	0	0	1	0	6
28	Earths Changing Environment 2010	Encyclopedia Britannica Inc	Encyclopedia	978-1-6153-5364-4	15	0	15	0	0	0
29	Eat for Beauty	Dorling Kindersley Ltd.	Handbook	978-1-4654-6625-9	1	0	0	1	0	0
30	Energy Alternatives 2007	Lucent Books	Monograph	978-1-4205-0248-0	2	0	2	0	0	0
31	Film 2008	Dorling Kindersley Ltd.	Factbook	978-0-7566-4346-1	11	0	4	7	0	0
32	Foods to Fight Cancer 2nd ed.	Dorling Kindersley Ltd.	Handbook	978-1-4654-6529-0	1	0	1	0	0	0
33	Football and Its Greatest Players 2012	Encyclopedia Britannica Inc	Children's Book	978-1-6153-0560-5	1	0	0	1	0	0
34	Freaky True Science: Freaky Stories from Beneath the Sea	Gareth Stevens	Children's Book	978-1-4824-2967-1	1	0	1	0	0	0
35	Freaky True Science: Freaky Weather Stories	Gareth Stevens	Children's Book	978-1-4824-2971-8	1	0	1	0	0	0
36	Game On! Mario	ABDO Publishing Group	Children's Book	978-1-5321-7752-1	30	0	0	0	30	0
37	Game On! Pokémon	ABDO Publishing Group	Children's Book	978-1-5321-7754-5	3	0	0	0	0	3
38	Great Scientists 2007	Dorling Kindersley Ltd.	Handbook	978-0-7566-5083-4	8	0	8	0	0	0
39	Junk Food Junkies 2011	Lucent Books	Monograph	978-1-4205-0583-2	53	0	52	0	0	1
40	Living History: Life in a Nazi Concentration Camp	ReferencePoint Press Inc.	Handbook	978-1-6015-2511-6	2	0	1	1	0	0
41	Looking Forward: Extraterrestrials and U.F.O.s	The Rosen Publishing Group	Collection	978-1-6428-2267-0	7	0	0	0	7	0
42	Merriam-Websters Collegiate Dictionary	Merriam-Webster Inc.	Dictionary		1	0	0	1	0	0
43	Paris 2012	Dorling Kindersley Ltd.	Handbook	978-0-7566-9103-5	4	0	3	1	0	0
44	Pyramid Rev. ed. 2011	Dorling Kindersley Ltd.	Handbook	978-0-7566-8615-4	5	0	0	0	0	5
45	Space Exploration 2010	Dorling Kindersley Ltd.	Handbook	978-0-7566-7641-4	1	0	1	0	0	0
46	Technologys Impact: How Drones Will Impact Society	ReferencePoint Press Inc.	Children's Book	978-1-6828-2494-8	1	0	1	0	0	0
47	The 100 Most Influential Inventors of All Time 2010	Encyclopedia Britannica Inc	Encyclopedia	978-1-6153-0042-8	2	0	0	2	0	0
48	The 100 Most Influential Philosophers of All Time 2010	Encyclopedia Britannica Inc	Encyclopedia	978-1-6153-0057-0	1	0	0	1	0	0
49	The 100 Most Influential Writers of All Time 2010	Encyclopedia Britannica Inc	Encyclopedia	978-1-6153-0096-9	1	0	1	0	0	0
50	The Britannica Guide to Modern China 2008	Encyclopedia Britannica Inc	Encyclopedia	978-1-5933-9225-3	1	0	1	0	0	0
51	The Culture of China 2011	Encyclopedia Britannica Inc	Encyclopedia	978-1-6153-0183-6	1	0	1	0	0	0
52	The History of American Pop 2012	Gale a Cengage Company	Monograph	978-1-4205-0973-1	2	0	1	0	1	0
53	The Tiananmen Square Protests of 1989 2010	Greenhaven Press	Collection	978-0-7377-5130-7	2	0	2	0	0	0
54	Tokyo 2011	Dorling Kindersley Ltd.	Handbook	978-0-7566-8475-4	1	0	0	1	0	0
55	Venice 2011	Dorling Kindersley Ltd.	Handbook	978-0-7566-8389-4	1	0	1	0	0	0
56	World War II 2010	Encyclopedia Britannica Inc	Encyclopedia	978-1-6153-0046-4	1	0	1	0	0	0

佛教善德英文中學
2019/20學年「全方位學習支援津貼」報告書

體育科							
學習經歷	活動簡介	目標	評估方法	成功準則	對象	舉行日期	預算開支及用途
體藝發展 / 校隊訓練	1. 添置訓練體適能器材 - 購買有氧訓練器材以增強耐力、心肺功能等 - 購買核心訓練器材，主要是針對腹部、下背部肌肉的訓練	<ul style="list-style-type: none"> 透過專業器材以提升校隊體能質素 	<ul style="list-style-type: none"> 教練及老師觀察 運動員體能測試成績 	<ul style="list-style-type: none"> 教練/ 老師認同運動員因體能上的改善而讓技術及比賽上的表現有所提升 體能測試成績能提升10%-20% 	約200位校隊隊員	全年	划艇機2部 \$ 12,000 x 2 = \$ 24,000 健身單車2部份 \$ 6,000 x 2 = \$ 12,000 合共：\$ 36,000
檢討						達標	實際支出
<ul style="list-style-type: none"> 社會運動，加上疫情爆發，不但令校隊訓練停頓，購買器材的計劃亦一再延期。終於待至疫情稍歇，於六月定購了兩部划艇機及兩部單車機，並計劃在暑期追回訓練進度，可惜疫情一再大規模爆發，故校隊訓練繼續暫停，未能利用器材訓練及提昇隊員的體能質素。 教師及教練會嘗試利用其它網上平台，利用視像，讓隊員在家中進行各種體能訓練 為讓隊員儘快掌握器材的運用，教師會將器材教學短片發放給隊員，希望同學在復課後能隨即投入訓練。 器材已放置在有蓋操場內。體育小組將在學生會會址旁以圍欄間建一間開放式的健身閣，計劃下學年2020度開放給校隊使用，但一切須視乎當時疫情而定。 						不達標	划艇機2部 \$ 11900 x 2 = \$ 238,00 健身單車2部 \$ 4,688 x 2 = \$ 9,376 實際支出合共： \$ 33,176

中文科							
學習經歷	活動簡介	目標	評估方法	成功準則	對象	舉行日期	預算開支及用途
智能發展/ 提升學習效能	3. 文學作品賞析工作坊 - 整個課堂共16節，首5節乃從趣味出發，讓同學接觸古典文學作品、掌握鑑賞古典文學的方法; 之後的11節則介紹各種寫作技巧，通過仿作，實踐創作理念	<ul style="list-style-type: none"> 透過閱讀評賞的課節及寫作工作坊的實踐，引發同學對文學藝術的興趣，同時提升其寫作及鑑賞文章的能力 	<ul style="list-style-type: none"> 問卷調查 課堂習作表現 	<ul style="list-style-type: none"> 導師滿意學生表現 學生認為課堂有助提升他們對文學的興趣 	中三級： 24人	9/2019 至 5/2020	首5節導師費： $\$400 \times 5 \text{節} = \$ 2000$ 第6節至第16節 $\$1500 \times 11 \text{節} = \$ 16,500$ 合共：\$ 18,500
檢討						達標	實際支出
<ul style="list-style-type: none"> 綜合問卷、導師意見和課堂觀察，都見同學對中三精進班的學習回應不錯。 上學期一共上了 5 節古典文學欣賞的課堂，根據收回的問卷，同學在不同方面都給予了頗高的分數及建議，每道問題總分是 6 分，於各方面的平均分分別是課程設計 4.5 分、課堂教學 4.9 分及課程對你學習上的幫助 4.4 分。 因著對導師的喜愛和導師尋找的歌曲，確實引起了學生學習文學的興趣，改善建議是可以將歌曲與文章連繫得更緊密，也可以嘗試安排更多時間於每篇文章的解說上。 下學期上了 10 節寫作工作坊的課堂，根據收回的問卷，同學於各方面都給予頗高的分數及回饋，每道問題總分是 5 分，平均分分別是內容淺白易明 4.1 分及對我寫作有幫助 3.9 分。 因著導師設計的遊戲與師生、生生之間的互動，而引發起同學對文學技巧及寫作的興趣，改善建議是於解說文章時宜更深入，寫作練習亦不妨加深難度，因學生似乎更有興趣挑戰、嘗試高難度、新奇的創作。 受惠人數31人 						達標	首5節導師費： $\$400 \times 5 \text{節} = \$ 2000$ 第6節至第15節 $\$1500 \times 10 \text{節} = \$ 15,000$ 實際支出：\$17,000

宗教組							
學習經歷	活動簡介	目標	評估方法	成功準則	對象	舉行日期	預算開支及用途
智能發展/ 舉辦境外交 流活動，擴 闊學生視野	4. 台灣交流團 - 通過五日的台灣交流團，老師帶領高中中史科及倫理宗教科學生參觀寺院及歷史建築，促進探索佛教與歷史文化的關係	<ul style="list-style-type: none"> 提升學生對中國文化及歷史的興趣和認識 讓學生認識佛教在台灣的發展 讓學生體驗不同種類的禪修 	<ul style="list-style-type: none"> 學生問卷 老師觀察 	<ul style="list-style-type: none"> 八成或以上的學生持正面的評分 老師普遍抱正面的評值 	中四、六級： 40 人	28/6至 2/7/2020	機票食宿資助：- 學生： \$3,000 X 40人 = \$120,000 老師及法師： \$5,000 X 6人 = \$30,000 雜項(團刊及團衫等)： = \$5,000 合共：\$155,000
	檢討						達標
<ul style="list-style-type: none"> 因疫情關係，活動取消 此活動擬於 2020- 2021 年再申請舉辦 - 						活動取消	實際支出：0

STEM							
學習經歷	活動簡介	目標	評估方法	成功準則	對象	舉行日期	預算開支及用途
智能發展/ 購買推行全方位學習所需的設備、學習資源	5. 購買平面切割軟件、硬件和消耗品供發展STEAM之用	加深對STEAM的認識	<ul style="list-style-type: none"> 與參與的同學面談 	<ul style="list-style-type: none"> 過半數受訪者認為對STEAM的認識有所加深 	初中學生	04/2020	軟件：\$ 20,000 硬件：\$ 150,000 消耗品：\$ 10,000 合共：\$180,000
	檢討					達標	實際支出
	<ul style="list-style-type: none"> 已完成前期工作，包括購買器材 購買了平面切割機和相關的消耗品。可是由於疫情關係，未能夠提供相關的活動給學生於本年度參與。 					取消	實際支出：\$148726.39
智能發展/ 舉辦境外交流活動，擴闊學生視野	6. STEM交流團	加深對STEM的認識及開拓視野	<ul style="list-style-type: none"> 專題研習報告 	<ul style="list-style-type: none"> 過半數同學在專題研習報告中表示他們對STEAM的認識有所加深並且拓闊了視野 	初中：40人	04/2020	資助學生及隨團教師交通食宿費用： = \$ 10000 合共：\$10,000
	檢討					達標	實際支出
	<ul style="list-style-type: none"> 由於疫情關係並沒有參加交流團。 					取消	實際支出：\$0
智能發展/ 購買推行全方位學習所需的設備、學習資源	7. STEM Week	引發同學對STEM的興趣，培育同學的創意、協作及解難能力	<ul style="list-style-type: none"> 與參加STEM Week 的同學面談 	<ul style="list-style-type: none"> 過半數收訪同學認為他們的創意、協作和解難能力有所提升 	初中： 約380人	03/2020	消耗品：\$ 10,000 合共：\$10,000
	檢討					達標	實際支出
	<ul style="list-style-type: none"> 已完成前期工作，包括購買器材 由於疫情關係，並未有舉辦STEM Week。 					取消	實際支出：\$5513.68

	8. 認識水體生態系統	引發同學對水體生態系統的興趣	<ul style="list-style-type: none"> 與參與的同學面談 	<ul style="list-style-type: none"> 過半數收訪同學認為他們對水體生態系統的認識有所加深 	初中：40人	04/2020	工具：\$5,000 消耗品：\$5,000 魚缸保養：\$20,000 合共：\$30,000	
檢討							達標	實際支出
<ul style="list-style-type: none"> 已完成前期工作，包括購買器材 由於疫情關係，並未有舉辦認識水體生態系統活動。 							活動取消	實際支出：\$3,010.56
智能發展 / 按學生的興趣和能力，組織多元化全方位學習活動	9. STEM校隊	引發同學對STEM的興趣，培育同學的創意、協作及解難能力	<ul style="list-style-type: none"> 與參與的同學面談 	<ul style="list-style-type: none"> 過半數收訪同學認為他們的創意、協作和解難能力有所提升 	初中：20人	全學年	參加比賽費用：\$5000 訓練班：\$10000 軟件：\$5000 硬件：\$10000 消耗品：\$10000 合共：\$40,000	
檢討							達標	實際支出
<ul style="list-style-type: none"> 已報名參加以下比賽： 1. 2020粵港澳大灣區青少年無人機短片拍攝比賽 2. Siena Awards - Drone Photo Awards2020 3. Samsung Solve for Tomorrow 4. 過關斬將 5. 全港青少年科技大寶 6. 太陽能充電站模型設計比賽 7. 機甲大師青少年挑戰賽 <ul style="list-style-type: none"> 由於疫情大部分比賽取消，故未能參加。 在準備比賽的時候跟參賽同學面談，全部同學都表示他們的創意、協作和解難能力有所提升。 受惠人數5人 							達標	實際支出：\$41165.53

輔導組							
學習經歷	活動簡介	目標	評估方法	成功準則	對象	舉行日期	預算開支及用途
德育及公民教育/ 按學生的興趣和能力， 組織多元化 全方位學習 活動	11. 中一級訓練營	<ul style="list-style-type: none"> 加強學生的抗逆力 通過活動讓同學認識自己 培養責任感及團隊精神，更快適應新的學校生活 	<ul style="list-style-type: none"> 訪問老師 訪問導師 學生匯報 	<ul style="list-style-type: none"> 學生積極參與 同學認為活動有助他們認識自己 同學認同活動有助他們增強信心並面對挑戰 	中一級： 132人	3/10- 4/10/2019	資助訓練營費用： \$60,000 合共：\$60,000
	檢討 <ul style="list-style-type: none"> 受惠人數：132 學生於活動中表現活躍積極，能展現團隊精神。中一班主任積極帶領同學參與活動，讓師生及同學間建立了信任與關係，這有助同學儘快適應中一的校園生活。 <p>回收了 106 份學生問卷：</p> <ul style="list-style-type: none"> 超過 80%的同學滿意大會提供的住宿、交通及膳食。 大約 85% 的同學滿意大會安排的活動 約 91%的同學表示大會的活動能讓他們更明白及了解自己 約 75%的同學表示大會的活動能讓他們更有信心去面對困難與挑戰 約 85% 的同學表示若將來面對困難時，會尋求教師、同學及小導師協助。 <p>教師意見：</p> <ul style="list-style-type: none"> 參與訓練營的教師表示整體氣氛不錯，教師及同學均積極參與大會的活動，教師亦協助及鼓勵同學積極參與活動。 建議大會多進行大型的集體遊戲，讓師生一起參與。 	成效 達標	實際支出 實際支出：\$33480				

社會服務/ 按學生的興趣和能力， 組織多元化 全方位學習 活動	12. 好心情計劃 - 計劃內容包括講座、禪繞畫工作坊、成長小組、參與社會服務計劃等	<ul style="list-style-type: none"> · 灌輸同學正確價值觀 · 協助同學以積極的態度面對逆境 · 協助同學發展朋輩網絡 	<ul style="list-style-type: none"> · 訪問老師 · 訪問導師 · 學生匯報 	<ul style="list-style-type: none"> · 學生積極參與 · 學生能夠培養出積極及樂觀的態度以面對人生的挑戰 · 朋輩間能互相支持，之間能形成互助關愛的網絡 	中一至中三級		活動費用： \$60,000 合共：\$60,000
檢討						成效	實際支出
<p>基於全球疫情關係，只完成部分活動，包括：</p> <ul style="list-style-type: none"> - 啟動禮(7/11/2019)、成長小組(26/11/2019、3/12/2019)、參觀活動- 生命歷程體驗館(13/12/2019)及義工服務(17/12/2019、21/12/2019) <p>取消之活動包括：</p> <ul style="list-style-type: none"> - 成長小組(2節)、參觀活動(2節)、狗場探訪、黑暗中對話體驗館、郊遊樂(1次)、密室逃脫(1節)、嘉許禮(1節)、中二全級活動：抒壓禪繞畫工作坊、培養心理健康講座 - 中三小組: 新年假前已招募了同學參與小組，但由於「聯校義工活動合作學校」決定取消本學期所有訓練及義工服務，再加上復課後臨近測驗，故此輔導組決定取消中三級小組，改為個別跟進有需要同學 <p>檢討：</p> <p>就以已舉行活動的參與情況：</p> <ul style="list-style-type: none"> - 同學樂於參與，投入活動，建立起更積極正面的信念和力量，以應付未來的挑戰 - 因全球疫情,有些項目未能如期舉行,希望來年再試 - 受惠人數 80 人 						半達標	實際支出： \$22712.2

英文科							
學習經歷	活動簡介	目標	評估方法	成功準則	對象	舉行日期	預算開支及用途
德育及公民教育/ 按學生的興趣和能力， 組織多元化 全方位學習 活動	13. 參觀「生命·歷情」 體驗館	<ul style="list-style-type: none"> 讓參加者反思及明白人生歷程，從而珍惜時間及關心身邊的人，減少對年老的負面看法，並以正面角度看長者 	<ul style="list-style-type: none"> 訪問學生 	<ul style="list-style-type: none"> 大部份學生對參觀感到有意義 	中六級： 63人	10- 11/2019	入場費津貼： \$100 x 63人 = \$6,300 交通費： \$2500 合共：\$8,800
	檢討	<ul style="list-style-type: none"> 活動於2019年12月5日和2019年1月4日舉行，能達到預期目標。 在兩次活動完結前，學生就活動作出反思和討論，大部份學生對參觀均感到有意義，他們對老人改觀，認為老人也可以很有活力和貢獻，對生命也有新的體會，明白生命無常，需要珍惜生命和時間。 參與人數共63人 					成效

世史科							
學習經歷	活動簡介	目標	評估方法	成功準則	對象	舉行日期	預算開支及用途
智能發展/ 舉辦全方位 學習活動， 提升學習效能	14. 「外交史料工作坊：從不平等走向平等」 - 長春社文化古蹟資源中心舉辦 - 學生透過校內工作坊及遊戲，共同研讀有關中國在近代外交史上曾簽署的文件，並了解中國在外交地位上的轉變	- 同學在輕鬆的環境中增加對中國近現代史的認識，協助他們修讀中國史部分。	• 問卷調查	• 90%或以上已報名同學出席 • 同學積極參與活動 • 70%或以上同學認同活動能促進他們對中國近現代史的認識及興趣	中四及五修讀西史同學：約29人	2020年上旬 待定	活動報名費、導師費:\$2500 合共：\$2,500
	檢討					成效	實際支出
	- 因疫情關係而停課，復課後缺乏舉辦課後活動的時間及空間。 - 此活動擬於 2021 年上半年或暑假前再申請舉辦。					活動取消	實際支出：0

	<p>15. 蒲窩青少年中心「愛香港愛文物」計劃：</p> <ul style="list-style-type: none"> - 同學將參觀中上環一帶，包括東華醫院、廣福義祠、文武廟、卜公花園、新聞博覽館，增進他們對香港近代史的認識。 	<ul style="list-style-type: none"> - 讓同學透過實地考察增加對香港近代史的認識，加強學習歷史的氛圍 	<ul style="list-style-type: none"> • 問卷調查 	<ul style="list-style-type: none"> • 90%或以上已報名同學出席 • 同學積極參與活動 • 70%或以上同學認同活動能促進他們對中國近現代史的認識及興趣。 	<p>全校學生：約20人</p>	<p>10/2019-3/2020年3月 待定</p>	<p>導賞及旅遊車費用： \$800</p> <p>合共：\$800</p>
檢討						成效	實際支出
<ul style="list-style-type: none"> - 第一學期社會局勢不穩，不適合市區考察活動，故改考察日期為第二學期，亦因疫情無法進行。 - 由於活動日期的選擇不多，即使來年再有此活動提供，亦要謹慎考慮是否申請。 						活動取消	實際支出：0
	<p>16. 「小足跡大腳印」</p> <ul style="list-style-type: none"> - 香港歷史及文化教育協會本地歷史考察團舉辦：鯉魚門及魔鬼山 - 同學在導賞員帶領下，考察1941年香港保衛戰的遺跡 	<ul style="list-style-type: none"> - 讓同學透過實地考察增加對香港近代史的認識，加強學習歷史的氛圍。 	<ul style="list-style-type: none"> • 問卷調查 	<ul style="list-style-type: none"> • 90%或以上已報名同學出席 • 同學積極參與活動 • 70%或以上同學認同活動能促進他們對中國近現代史的認識及興趣 	<p>全校學生，中三同學優先： 約20人</p>	<p>2020年上半旬 待定</p>	<p>活動報名費，已包括導賞員及資料費用： \$2,000</p> <p>車費津貼： \$,2500</p> <p>合共：\$4,500</p>
檢討						成效	實際支出
<ul style="list-style-type: none"> - 因疫情無法進行。 - 此活動曾在歷史學會AGM討論，部分幹事及學生表示有興趣，可考慮下學年再申請在2021年春天或暑假前再安排。 						活動取消	實際支出：0

訓導							
學習經歷	活動簡介	目標	評估方法	成功準則	對象	舉行日期	預算開支及用途
德育及公民教育/ 按學生的興趣和能力， 組織多元化 全方位學習 活動	17. 領袖訓練計劃一	<ul style="list-style-type: none"> 提升領袖生處事及應變能力、增強團隊精神，更有信心應付實際工作需要 	<ul style="list-style-type: none"> 問卷調查 	<ul style="list-style-type: none"> 學生認同參加活動後，個人自信及領導能力均有提升 	領袖生30位	12/10 /2019	導師費、材料費及活動設計費：\$13,000 合共：\$13,000
	檢討					成效	實際支出
	- 因停課關係，活動取消					活動取消	實際支出：\$0 尚餘：13000
	18. 領袖訓練計劃二	<ul style="list-style-type: none"> 為上學期未能參加活動的領袖生提供訓練，包括個性分析，團隊合作等 	<ul style="list-style-type: none"> 問卷調查 老師觀感 	<ul style="list-style-type: none"> 學生認同參加活動後，對自己有更深的了解 首席領袖生認同同學在參加活動後，有助提升及改善團隊間的默契 	領袖生30位	2/2020	導師費、材料費及活動設計費：\$10,000 合共：\$10,000
	檢討					成效	實際支出
- 因停課關係，活動取消					活動取消	實際支出：\$0	

體藝發展/ 按學生的興 趣和能力， 組織多元化 全方位學習 活動	19. 醒獅隊 - 主要訓練基礎鼓樂及動作技巧，亦配合運動理論及體能訓練，讓學生了解現代龍獅運動	<ul style="list-style-type: none"> 提升紀律訓練、認識團隊精神以改善個人行為 	<ul style="list-style-type: none"> 問卷調查 學生行為紀錄 教練及老師觀察 	<ul style="list-style-type: none"> 學生認同參加活動後，個人為及自我控制均有改善 	中二至中五級： 12位學生	上學期	導師費： \$3,600 器材： \$13,400 合共：\$17,000
	檢討 - 訓練當中，同學們知道要完成整個團體表演，必須知道自已的角色，互相觀察及提點。在重複的練習當中，為了達到目標，完成第一次表演，同學們互相幫忙。 - 表演當天，家長，老師及同學們十分欣賞他們的表演，希望往後也有繼續，提升氣氛					成效 達標	實際支出 [5000+1500+1700 (器材)+4200(導師費)] 實際支出：\$12,400
	20. 初中醒獅隊訓練（第二學段）	<ul style="list-style-type: none"> 藉活動提升學生的專注力、紀律性、團隊合作精神、亦增加學校的歸屬感 	<ul style="list-style-type: none"> 問卷調查 學生紀律表現 老師觀察 	<ul style="list-style-type: none"> 參加者於第二學段的違規行為較第一學段減為少 參加者於自評表現中認同個人行為有改善 	初中生： 12位學生	2/2020- 5/2020	導師費： \$5,000 合共：\$5,000
	檢討 - 因停課關係，活動取消					成效	實際支出 實際支出：\$ 0

女童軍							
學習經歷	活動簡介	目標	評估方法	成功準則	對象	舉行日期	預算開支及用途
智能發展 / 按學生的興趣和能力，組織多元化全方位學習活動	21. 外聘導師任教興趣班 (繩結, 扭汽球, 手工藝製作等)	<ul style="list-style-type: none"> 讓女童軍隊員發展多方面才能 	<ul style="list-style-type: none"> 導師給予的功課 	<ul style="list-style-type: none"> 能成功完成導師給予的功課 	女童軍隊員中一至中五級: : 60人	11/2019-05/2020	導師費及材料費: \$10,000 合共: \$10,000
	檢討	<ul style="list-style-type: none"> 女童軍在扭汽球班學習了新技能，並在學校宣傳日展示所學，但同學的技術也生疏，幸得導師當日在旁指導，加強同學學習信心。導師的質素不錯，講解也算清晰，同學也投入參與，如多點機會讓同學展示所學會更理想。 受惠人數合共40 人 				成效	實際支出
智能發展/ 舉辦全方位學習活動，提升學習效能	22. 參觀活動	<ul style="list-style-type: none"> 讓女童軍隊員發展多方面才能, 認識社會 	<ul style="list-style-type: none"> 觀察學生表現 統計學生的出席情況 	<ul style="list-style-type: none"> 活動適合學生的能力及興趣 參加率達 80% 學生積極參與活動，從活動中獲得樂趣 	女童軍隊員中一至中五級: : 60人	11/2019-05/2020	入場費及車費津貼: \$10,000 合共: \$10,000
	檢討	<ul style="list-style-type: none"> 由於下學期因新冠肺炎疫情停課，故未能舉辦任何參觀活動。 				成效	實際支出
						取消	實際支出: \$ 0

通識科							
學習經歷	活動簡介	目標	評估方法	成功準則	對象	舉行日期	預算開支及用途
智能發展 / 按學生的 興趣和能 力，組織多 元化全方位 學習活動	23. 思辨訓練班	<ul style="list-style-type: none"> 提升同學演講能力、分析能力及思辨技巧 	<ul style="list-style-type: none"> 透過觀察：比賽及技巧之運用 訪問學生 	<ul style="list-style-type: none"> 評判的評價 80%或以上的同學表示相關技巧有所改善 	中四級： 25人	2/2020- 4/2020	導師費： 合共：\$5,000
	檢討					成效	實際支出
	- 由於下學期因新冠肺炎疫情停課，故未能舉辦活動。					取消	實際支出：\$0
德育及公民 教育/ 提升學習效 能	24. 街坊帶路-社區考察 工作坊	<ul style="list-style-type: none"> 引發同學對所處社區的關心，提升同理心 	<ul style="list-style-type: none"> 教師觀察 同學問卷 	<ul style="list-style-type: none"> 80%或以上的同學表示自己對所處社區及環境有更深刻的體會 	中三、四、五級：130人	下學期	導賞費用及車費津貼 合共：\$13,000
	檢討					成效	實際支出
	- 由於下學期因新冠肺炎疫情停課，故未能舉辦活動。					取消	實際支出：\$0
	25. 走出課室：社區尊賞 及參觀	<ul style="list-style-type: none"> 透過觀察關心社會的能力及建立同理心 	<ul style="list-style-type: none"> 教師觀察 同學問卷 	<ul style="list-style-type: none"> 80%或以上的同學表示自己對所處社區及環境有更深刻的體會 	中四級： 130人	下學期	導賞費用及車費津貼 合共：\$20,000
	檢討					成效	實際支出
- 由於下學期因新冠肺炎疫情停課，故未能舉辦活動。					取消	實際支出：\$0	
26. 參觀綠匯學院	<ul style="list-style-type: none"> 透過參觀，讓同學更認識活化建築及農業的可持續發展 	<ul style="list-style-type: none"> 填寫工作紙 	<ul style="list-style-type: none"> 80%或以上的同學反思自己及社區的關係 	中五級： 30人	上學期	入場費及車費津貼： 合共：\$4,000	
	檢討					成效	實際支出
	- 由於下學期因新冠肺炎疫情停課，故未能舉辦活動。					取消	實際支出：\$0

2019/20 學年

政府撥款額：\$ 1,158,000

預計總支出：\$ 867,900

實際支出：\$ 456,824.36

實際餘額：\$ 701,175.64

2019-2020 全方位學習活動財政報告

以各項活動計算支出			受惠學生			以範疇計算活動支出				各部門
學習經歷	科目/組別	用途	預算	實際支出	人次	提升學習效能	發展潛能	境外交流	購買設備	實際支出
體藝發展	體育科	1. 添置訓練體適能器材	36000.00	33176.00	0		33176.00			
體藝發展		2. 聘請專業教練訓練本校各體育校隊及購買隊衣	134800.00	64840.00	194		64840.00			98016.00
智能發展	中文科	3. 文學作品賞析工作坊	18500.00	17000.00	31	17000.00				17000.00
智能發展 德育及公民教育	宗教科	4. 台灣交流團	155000.00	0.00	0			0.00		0.00
智能發展	STEM	5 購買平面切割軟件	180000.00	148726.39	0				148726.39	
智能發展		6. STEM交流團	10000.00	0.00	0			0.00		
智能發展		7. STEM Week	10000.00	5513.68	0				5513.68	
智能發展		8. 認識水體生態系統	30000.00	3010.56	0				3010.56	
智能發展		9. STEM校隊	40000.00	41165.53	5				41165.53	198416.16
與工作有關的經驗	升就組	10. 生涯規劃活動： 職場參觀及工作坊-師友計劃	10000.00	60600.00	123	0.00	60600.00			60600.00
德育及公民教育	輔導組	11. 中一級訓練營	60000.00	33480.00	132		33480.00			
智能發展 社會服務		12. 好心情計劃	60000.00	22712.20	80		22712.20			56192.20
德育及公民教育	英文科	13. 參觀「生命·歷情」體驗館	8800.00	8500.00	63		8500.00			8500.00
智能發展	世史科	14. 外交史料工作坊：「 從不平等走向平等	2500.00	0.00	0	0.00				
智能發展		15. 蒲窩青少年中心： 「愛香港愛文物」計劃	800.00	0.00	0	0.00				
智能發展		16. 「小足跡大腳印」	4500.00	0.00	0	0.00				0.00
與工作有關的經驗	訓導組	17. 領袖訓練計劃 一	13000.00	0.00	0		0.00		0.00	
與工作有關的經驗		18. 領袖訓練計劃 一	10000.00	0.00	0		0.00		0.00	
體藝發展		19. 醒獅隊	17000.00	12400.00	12		8200.00		4200.00	
體藝發展		20. 初中醒獅隊訓練（第二期）	5000.00	0.00	0		0.00		0.00	

智能發展	女童軍	21. 外聘導師任教興趣班	10000.00	5700.00	40		5700.00			12400.00
智能發展		22. 參觀活動	10000.00	0.00	0	0.00				5700.00
智能發展	通識科	23. 思辨訓練班	5000.00	0.00	0	0.00	0.00			
智能發展 德育及公民教育		24. 街坊帶路-社區考察工作坊	13000.00	0.00	0	0.00				
智能發展 德育及公民教育		25. 走出課室：社區尊賞及參觀	20000.00	0.00	0	0.00				
智能發展 德育及公民教育		26. 參觀綠匯學院	4000.00	0.00	0	0.00				0.00
總計			867900.00	456824.36	680	17000.00	237208.20	0.00	202616.16	456824.36
政府撥款額			1158000.00						456824.36	
實際支出			456824.36							
尚餘			701175.64							

開支用途代號

- E1 活動費用（報名費、入場費、課程費用、營費、場地費用、學習材料、活動物資等）
- E2 交通費
- E3 境外交流／比賽團費（學生）
- E4 境外交流／比賽團費（隨團教師）
- E5 專家／導師／教練費用
- E6 學生參加獲學校認可的外間機構課程、活動或訓練費用
- E7 設備、儀器、工具、器材、消耗品
- E8 學習資源（如學習軟件）
- E9 其他（請說明）

2019-2020 學年
學生活動支援津貼運用報告

(一) 財務概況

A. 本學年獲發撥款：	\$ 149,500
B. 本學年總開支：	\$ 35,230
C. 須退還教育局餘款 (A-B)：	\$ 114,270

(二) 受惠學生人數及資助金額

學生類別	受惠學生 人數	資助總額
綜合社會保障援助	4	\$ 3,360
學校書簿津貼計劃 全額津貼	28	\$ 23,605
校本評定有經濟需要 (上限為全學年津貼金額的 25%)	12	\$ 8,265
總計	44	\$ 35,230 [註：此項應等於 (一)B「本學年總開支」]

(三) 活動開支詳情

範疇	活動簡介	開支 (\$)	受惠學生 人次 ¹	基要學習經歷 (請於適用方格加上✓ 號，可選擇多於一項)				
				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.1	資助有經濟需要的學生參與學科／跨學科／課程範疇的全方位學習活動，提升學習效能 (例如：實地考察、藝術賞析、參觀企業)							
語文	--	0	0					
地理	--	0	0					
中國歷史	--	0	0					
...	--	0	0					
跨學科 (如:STEM)	--	0	0					
1.2	資助有經濟需要的學生參與全方位學習活動，以豐富五種基要學習經歷 (例如：多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營)							
--	體育運動校隊訓練、樂器訓練、 舞蹈訓練班	35,230	46			✓		
1.3	資助有經濟需要的學生參與境外交流活動或比賽							
--	--	0	0					
1.4	資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備							
--	--	0	0					
1.5	其他							
--	--	0	0					
	總計	35,230	46					

¹受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

Buddhist Sin Tak College
Programme Evaluation Report for DLG
Other Languages
(2019/2020)

Programme Title	Objective	Target	Duration / Start Date	Deliverable	Evaluation	Expenditure
Other Languages (Japanese)	<ol style="list-style-type: none"> 1. Students have a chance to learn another language so as to enhance the competitiveness in the 21st century. 2. A more diverse curriculum. 3. Student have a higher chance for territory education. 	S4 students: 3 S5 students: 2 S6 students: 3	Lessons provided by Pui Ching Academy (Weekly) from September to May	Lectures, quizzes and tests	<ol style="list-style-type: none"> 1. Due to the class suspension, many of the classes have been cancelled / conducted online. The attendance rate was high. 2. Three S6 students received grade A in the Cambridge Assessment International Education. All of them got an offer in JUPAS. 3. It is recommended to offer the programmes in next year. 	\$11,700

Buddhist Sin Tak College
Programme Evaluation Report for DLG
Other Programme (Network School)
(2019/2020 – 2021/2022)

Programme Title	Objectives	Target (No. / Level / Selection)	Duration / Start Date	Derivable	Evaluation of Student Learning	Expenditure
Network School Programme: DSE Music	<ol style="list-style-type: none"> 1. Provide more elective subject options to our students, especially gifted music students. 2. Employ professional teachers to teach gifted music students and help them to participate in DSE Music examination. 3. Help to cater for students' diverse needs. 	<ol style="list-style-type: none"> 1. S4 students 2. 15-20 students came from different network school of the same district 3. No. of students from BSTC: 1 	Starting from September 2019, the lesson held every Saturday morning 9am-12nn.	Regular assignment, quizzes and half-yearly examination	The network programme was provided by Institute of Hong Kong Senior Secondary School Music Education. The teacher-in-charge was responsible for paper 2 performance, school-based assessment and supplementary lessons. Due to the COVID-19, the lessons of the second term were held online.	Tutorial fee: \$15,000 (whole year) Reference book: \$1,000 Printing / Copying: \$1,000 IT / software equipment: \$17,000 Total: \$28,000

Report on the Hong Kong Buddhist Association Principal Ho Moon Tim Memorial Scholarship 2019-2020

香港佛教聯合會何滿添校長紀念獎學金報告 2019-2020

A. Background 背景

Mr. Ho Moon Tim was the fifth principal of Buddhist Sin Tak College (BSTC). He had served BSTC for 16 years since 2003. Sorrowfully, he passed away on 16th December 2019 at the age of 58. It was a great loss to BSTC and the whole educational field. His belief and passion for life, together with his whole-hearted devotion to education, inspired a lot of students, parents, colleagues and other educators. After his death, his wife Mrs. Ho Tse Shuk Man and the Hong Kong Buddhist Association generously pledged a donation of HK\$60,000 and HK\$100,000 respectively to the school for the foundation of The Hong Kong Buddhist Association Principal Ho Moon Tim Memorial Scholarship in 2019.

佛教善德英文中學第五任校長何滿添先生於 2003 年就任，為本校服務十六載，惜於 2019 年 12 月 16 日因病辭世，享年 58 歲，哲人其萎，實為本校以至教育界的一大損失。何校長對生命的信念與熱愛，以及對教育的全心奉獻，歷年來啟發了不少學生、家長、同工及其他教育界同仁。為紀念何校長，何校長夫人何謝淑雯女士及香港佛教聯合會於 2019 年分別向本校慷慨捐款港幣六萬元及十萬元，以成立「香港佛教聯合會何滿添校長紀念獎學金」。

B. Objectives 宗旨

To motivate students to excel in their studies
激勵學生追求卓越的學業表現

C. Criteria 獲獎資格

Students with outstanding academic results
學術表現優異的學生

D. Administration 管理

Incorporated Management Committee of Buddhist Sin Tak College
佛教善德英文中學法團校董會

E. Donation method 捐贈方法

To sustain the scholarship, our school welcomes donations from the public.
為使獎學金能持續運作，令更多學子受惠，本校接受公眾捐款。

F. Awardees 得獎名單

i. Best Improvement Awards 進步獎

Chinese Category 中文科

4A	TSEUNG LOK LAM	曾洛琳	4D	CHENG YUI SZE	鄭睿詩	4E	CHAN SIN HANG	陳善恆
5C	LIN CHUN HEI	林俊希	5C	NG KIT MAN	伍潔雯	5D	CHOW CHUN WING	周俊穎
6C	WONG CHAK YAN	黃澤昕	6D	CHAN YI TING	陳怡婷	6D	YIP WING SUM	葉詠心

English Category 英文科

4C	LAI WAI YI	賴煒怡	4D	CHAN KA WAI	陳嘉慧	4E	WONG HOI CHUN	黃凱俊
5A	CHAN HO WING	陳煥穎	5B	NG HOI HIM	吳愷謙	5C	NG KIT MAN	伍潔雯
6A	LO YUN LAM	勞潤淋	6B	LEUNG KING LONG	梁璟朗	6B	SHIU CHING HEUNG	蕭晴香

Mathematics Category 數學科

4C	CHEUNG SIN YING	張倩盈	4D	CHAN KA WAI	陳嘉慧	4E	MAK YUI MING	麥芮銘
5C	TAM SUM YI	譚心怡	5C	YEUNG HIU MAN	楊曉文	5D	LAM CHEUK YIN	林卓賢
6A	YEUNG CHING TUNG	楊清彤	6B	WONG HON TING	黃漢霆	6D	WU WING YAN CANDY	胡詠茵

Liberal Studies Category 通識科

4D	CHAN HOI TUNG	陳鎧潼	4D	CHENG YUI SZE	鄭睿詩	4D	LAU KA HO	劉嘉豪
5A	CHAN YAT CHUN	陳逸進	5C	NG KIT MAN	伍潔雯	5C	SU JINHAO	蘇錦灝
6B	CHAN TSZ HIN	陳梓軒	6C	WONG HEI MAN	王希雯	6D	LEE CHUN HEI	李俊晞

ii. Merit Awards 優異獎

Chinese Category 中文科

4A	TSEUNG LOK LAM	曾洛琳	4A	MAN KA YING	文嘉盈	5A	LI SZE TING	李詩婷
5A	CHIU SHUN YU	招舜茹	6A	LAU KA SUM	劉家芯	6B	LUK WING LAM	陸穎琳

English Category 英文科

4A	CHENG WAI YUK	鄭煒鈺	4A	MAN KA YING	文嘉盈	5A	CHAN HO WING	陳煥穎
5B	NG HOI HIM	吳愷謙	6A	HO CHI HIN	何誌軒	6B	CHAN TSZ HIN	陳梓軒

Mathematics Category 數學科

4A	LAW CHUN LAI	羅竣灃	4B	LAU WAI YIN EGAN	劉韋賢	5A	TSE KAI YEUNG	謝啟揚
5B	YANG MAN HAU	楊文校	6B	LO YIU FAI	勞耀輝	6B	SHUM SZE TUNG	岑司同

Liberal Studies Category 通識科

4A	MAN KA YING	文嘉盈	4B	CHU LOK YING	朱樂凝	5A	LI SZE TING	李詩婷
5B	NG HOI HIM	吳愷謙	6B	LUK WING LAM	陸穎琳	6D	WU WING YAN CANDY	胡詠茵

G. Financial Report (1/9/2019 – 31/8/2020)**財政報告**

	2019-2020
Income (收入)	
Donations (捐款)	\$ 261,000.00
	<u>\$ 261,000.00</u>
Expenditure (支出)	
Scholarship (獎學金)	18,000.00
	\$ 18,000.00
Surplus/(Deficit) for the year 盈餘 / (虧損)	243,000.00
Surplus from previous year (上年盈餘)	-
Surplus to next year (累積盈餘)	<u>\$243,000.00</u>

Evaluation Report of Healthy School Programme 2019-2020

Introduction:

The Healthy School Programme is a preventive programme launched by the Government to promote anti-drug culture in schools. Schools are encouraged to partner with non-governmental organisations (NGOs) to organise various types of anti-drug activities and complementary preventive programmes to suit the different needs of students as part of the healthy school policy. Our school successfully applied for this program in the year 2019-2020. The Healthy School Programme is a school-based programme comprising diversified anti-drug programmes and a drug testing component. HSP (DT) includes programmes covering educational, counselling, supportive and drug testing aspects.

Part A: School-based activities

Target	Topic	Organizer	Evaluation
S.2	Voluntary service program (cancelled because of school suspension)	MCE	<ul style="list-style-type: none"> • The S.2 voluntary service program and the careers workshop were cancelled because of the pandemic. • The Religious Committee had scheduled various mindfulness activities for the students. Some were cancelled or postponed because of the pandemic. The mindfulness day was held for 90 form one students in September 2020. The feedback from students was very positive. About 69% of the participants expressed that they understood more about the mental awareness. About 70% of them said that the activities zentagles, slow tasting and water carrying could help them to enhance their emotional quotient. (Please refer to the appendix for detailed figures.)
S.1 to S.6	Careers workshop (cancelled because of school suspension)	Careers Committee	
S.1 to S.6	Mindfulness workshop	Religious Committee	

Part B: Healthy School Anti-drug Activities

(1) Related to the Guidance Captains

Target	Date	Time	Topic	Organizer	Evaluation
Teachers	26 August 2019	10:30-11:00	Introduction of the Program	香港青少年服務處	<p>The briefing sessions for the teachers, parents and students were successfully held in late August and early September. The guidance captain leadership training program, the kick-off of the guidance captain program and one farm visit were successfully held. The farm visit in April was cancelled because of the pandemic.</p> <p>1. Leadership Training Day Camp The day camp was based on experiential learning. In the camp, the participants learned how to work with others and some communication skills with S.1 students. Students were given a series of tasks. With the guidance and encouragement of a team leader, students actively participated in the activities and listened to different opinions. It was hoped that they could foster the qualities of being a leader. 98% of the respondents expressed that the activities could help them cope with their emotions and life. 96% expressed that they were satisfied with their performance in the day camp. 92% expressed that the activities could enhance their resilience.</p> <p>2. Kick-off (破冰遊戲：FUN FUN 中相聚) All S.1 students and their guidance captains were grouped and they met the first time. They participated in various ice-breaking activities and knew each other better. Two guidance captains took care of 10 S.1 students. A network was established. They formed teams and joined some fun activities. The overall atmosphere was</p>
Parents	31 August 2019	15:15-15:40			
Students	4 September 2019	9:30-10:00 (S.4-S.6) 10:00-10:30 (S.2-S.3)			
Guidance Captains	7 September 2019	9:00-17:00	Guidance Captain training day camp	香港青少年服務處	
Guidance captains and S.1 students	20 September 2019	14:10-16:20	Kick-off (S.1 and the Guidance Captains)		
Guidance captains and S.1 students	5 November 2019	Afternoon	Farm visit, 1A and 1B and their Guidance captains	生命農莊	
Guidance captains and S.1 students	7 April 2020 (Cancelled because of the Covid-19 pandemic)	Afternoon	Farm visit, 1C and 1D and their Guidance captains	生命農莊	

Target	Date	Time	Topic	Organizer	Evaluation
					<p>supportive and warm. They felt that Sin Tak was their second home and they could find support there. 96% of the students expressed that the activity could enhance interpersonal communication skills. 94% expressed that the activity could help them to cope with their emotions and life. 82% expressed that the activity could help them establish positive values of life.</p> <p>3. Life Education Farm for 1A and 1B</p> <p>All 1A and 1B students and their guidance captains visited the farm and had some fun together. They had a memorable trip in which they did some farming and made rice pudding together. They could also share fun topics with each other and further develop their relationship. 95% of the students expressed that the activities could help them cultivate healthy habits. 90% expressed that the activities could help them develop positive value and attitude of life. 85% expressed that the activities could enhance their resilience.</p> <p>(Please refer to the appendix.)</p>

(2) Other activities

Target	Date	Time	Topic	Evaluation
S.1 to S.3	9 October 2019	5 th -6 th period	An anti-drug talk	<ul style="list-style-type: none"> The anti-drug talk was successfully held while the rest of the activities were cancelled or postponed due to the pandemic. The anti-drug talk explained the reasons of addiction. The guest speaker interacted with the students with some fun topics. Students were eager to share their experience and how this affected the relationship between their parents and them. They also had some discussion during Q and A session. Students could understand their patterns of using the net and their mobile phone and avoid addiction. 94% of the students expressed that the activities could enhance their resilience and 91% expressed that the activity could help them to cope with their emotions and life. (Please refer to the appendix for details.)
S.4	4 March 2020	5 th -6 th period	A talk about relationship (Cancelled because of the pandemic)	
S.4	October 2019	--	Adventure Ship Leadership Training (cancelled because of school suspension)	
S.5	June 2020	--	Personality Test workshop (cancelled because of school suspension)	

Part C: Drug testing

The drug testing part was conducted by Hong Kong Children and Youth Services. The Board of Discipline helped to coordinate this part. The date of the test was confidential. Rm 205 was reserved for the drug test and it was reported that the room was suitable to protect the privacy of students. Usually three tests would be conducted each year. Only one hair test was successfully conducted in early January 2020 because of the pandemic. All results were negative. In the next academic year, three hair test would be conducted.